## Phoneme Sequence Chart and Word List

## as presented in School Phonics

Across the top of the chart are the 44 phonemes in the English language and their most common spellings. The phonemes are shown left-to-right in their order of teaching in School Phonics.

Directly underneath each phoneme is a list of practice words that are presented in School Phonics as new phonemes are introduced. Each word is presented only after the phonemes in the word have been taught.

In addition to the practice words in each lesson, students will be able to read many other words composed of the phonemes they have learned. For example, in addition to the practice words under the phoneme $/ \mathrm{n} /$, they could also read the following words:

```
span,
prone,
ponytail,
plant,
paint,
bland,
taint,
retain,
slant,
strain,
Spain,
(etc.)
```



## Reading Volume, Comprehension and Vocabulary

## Reading Independence

Achieving the ability to read independently early in a child's schooling pays huge dividends in academic work and in personal growth. After completing School Phonics, a child can read any book of his or her choosing as well as the subject matter books assigned by the teacher.

## Volume of Reading

Early reading independence will have a pronounced effect on the academic achievement of children. If a child reads approximately one hour each day, over the course of a year, he or she will have read in excess of 10 million words. Delaying the onset of reading beyond when it could have started will unnecessarily create and perpetuate an achievement gap that is almost impossible to narrow. This is referred to as the Matthew Effect; "the rich get richer and the poor get poorer." The importance of reading independence early can be observed by noting that in the third grade curriculum, new vocabulary in the traditional subjects amounts to over 25,000 words.

## Vocabulary

It is widely agreed that most vocabulary growth takes place indirectly from exposure to language rather than through direct instruction. One of the primary sources of new vocabulary acquisition is through reading. The earlier a child can read independently, the sooner he or she will acquire a greater knowledge of words necessary to comprehend written text. A more extensive vocabulary will also provide additional resources for cognitive development as well. To a great extent, we think
with words; the more words a child knows, the greater will be the quality of his or her thinking.

## Mastery of the Alphabetic Code

At the conclusion of School Phonics, a child will be able to read any word that is phonetically regular in the language; that is, over $85 \%$ of the English language. Knowing the reciprocal relationship between speech and print gives a child access to the written equivalent of his or her oral vocabulary as well as the opportunity to learn new words.

## Comprehension

The course of instruction in School Phonics covers all of the essential concepts, skills and strategies children will need to learn to read and understand text. Over time, as the text they encounter becomes more complex, they can build on what they have learned and acquire new skills and strategies to meet the demands for greater understanding. Research indicates that there is little evidence of reading comprehension deficits in the presence of high levels of word recognition and listening comprehension skills.

## Phoneme Sequence Chart and Word List

as presented in School Phonics

## Phonemes

A phoneme is a basic unit of sound that can change the meaning of a word. The words in the English language are made from 44 phonemes. For example, the word phoneme is composed of five sounds:
/f/ / /o/ /n/ /ē/ /m/

Blending, or combining, these separate sounds creates the word.
In School Phonics, children learn all 44 phonemes and their most common spellings. As seen above, the phoneme /f/may be written as "ph." By learning the phonemes and their common spellings, children will be able to read any word in the English language that is phonetically regular. In fact, more than $85 \%$ of the words we read are phonetically regular.

## Systematic and Explicit Phonics

The findings of the National Reading Panel (2000) determined that the most effective reading programs all had one important thing in common: systematic and explicit phonics instruction. They also concluded that systematic and explicit phonics instruction was especially effective and beneficial for children "at risk" for reading failure. The panel offered the following definition: "A program of systematic phonics instruction clearly identifies a carefully selected and useful set of letter-sound relationships and then organizes the introduction of these relationships into a logical instructional sequence."

## Synthetic Phonics

For phonics instruction to be effective, phonemes must be separated from words and taught as individual entities. Knowing the individual sounds and their spelling(s) enables one to synthesize (build up) sounds to form words through a blending process.

For example:

$$
\begin{aligned}
& \text { sound }=/ \mathrm{s} / / \text { ou } / / \mathrm{n} / / \mathrm{d} / \\
& / \mathrm{s} /+/ \mathrm{ou} /=\text { sou } \\
& \text { sou }+/ \mathrm{n} /=\text { soun } \\
& \text { soun }+/ \mathrm{d} /=\text { sound }
\end{aligned}
$$

## Early Reading Success

With the introduction of each new phoneme, the student can read many new words using previously learned phonemes, ensuring a feeling of early success in reading. Each phoneme is then used over and over providing practice and integrated review. In a very short time, the student can read thousands of words.

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| /t/ | $\begin{aligned} & \text { / } \overline{\mathrm{o}} \\ & \text { o-e } \\ & \text { od } \\ & \text { ōw } \end{aligned}$ |  | $\begin{gathered} / \overline{\mathrm{e}} / \\ \text { ee } \\ \text { ea } \\ \mathrm{e}-\mathrm{e} \\ \text {-y } \end{gathered}$ | $\begin{aligned} & \text { /s/ } \\ & \mathrm{ce} \\ & \mathrm{ci} \\ & \mathrm{cy} \end{aligned}$ | /p/ | $\begin{aligned} & \text { /T/ } \\ & \text { i-e } \\ & \text {-igh } \\ & -y \end{aligned}$ | /I/ | $\begin{gathered} \text { / } \overline{\mathrm{a}} / \\ \mathrm{a}-\mathrm{e} \\ \text { ai } \\ \text { ay } \end{gathered}$ | $\begin{aligned} & \text { /r/ } \\ & \text { wr } \end{aligned}$ | / $\overline{\mathbf{0} /}$ <br> ou <br> rue lue | $\begin{gathered} \|z\| \\ s^{2} \end{gathered}$ | /d/ | /-a-/ | $\begin{aligned} & \text { /n/ } \\ & \text { kn } \end{aligned}$ | /h/ | /-i-/ | $\begin{gathered} / t h^{\prime} / \\ t h^{2} \end{gathered}$ | $\begin{gathered} \text { /-u-/ } \\ \dot{a} \end{gathered}$ | /wh/ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | oat toe tow | boat bow | be beat bee beet eat tea tee Toby | beats beets boats eats oats sea seat seats see so sow totes | beep <br> east <br> pea <br> peep <br> Pete <br> post <br> seep <br> soap <br> soapy <br> steep <br> teepee | bite <br> by <br> ice <br> pie <br> pipe <br> sigh <br> sight <br> spice <br> spite <br> spy <br> steep <br> tie <br> tight | blow <br> bolt <br> bowl <br> eel <br> leap <br> lie <br> light <br> low <br> peal <br> peel <br> pile <br> ply <br> pole <br> poll <br> seal <br> sleep <br> slight <br> slightly <br> slope <br> slow <br> steal <br> steel <br> stole <br> tile <br> toll | ace <br> ape <br> ate <br> baby <br> bail <br> bale <br> base <br> bay <br> lace <br> late <br> lay <br> pace <br> pail <br> pale <br> paste <br> pay <br> place <br> plate <br> play <br> sail <br> sale <br> say <br> slate <br> slay <br> space <br> stale <br> state <br> stay <br> tail <br> tale <br> tape <br> taste | air bright ear leer or pair pray price pry race rail ray real reel rice right ripe roar roast robe role rope row spear spray spry stair stare store story stray street stripe stroll tear tire trace trail tray treat tree troll try write wrote | blue boo boot <br> loop loot Lou pool root rue sloop soup spool stoop Sue too tool toot tour troop true you | breeze ears ease easy places plays please praise raise rose sighs size spaces sprays stairs stares steals stories tears tease ties tools tows trees tries zeal zoo | bead <br> bold <br> braid <br> dare <br> date <br> day <br> dear <br> deep <br> deer <br> die <br> died <br> do <br> doe <br> dose <br> doze <br> drape <br> laid <br> load <br> read <br> ride <br> road <br> seed <br> side <br> spade <br> tide <br> toad <br> today <br> told <br> trade | as <br> at <br> bad <br> bass <br> bat <br> blast <br> brat <br> dab <br> dad <br> daddy <br> lad <br> lap <br> last <br> pad <br> pal <br> pass <br> past <br> pat <br> Patty <br> rally <br> rap <br> rat <br> sad <br> salad <br> Sally <br> sap <br> sat <br> slab <br> strap <br> tab <br> tap <br> trap <br> wrap | and balloon ban band bean bone brain dine drain kneel knight know land lane line Ione nab nail nap near neat need needle nice night nine no noon noose nose note own pain pan pansy pants plan rain ran seen soon spoon stain stand tan tone train | had <br> hail <br> hair <br> halo <br> hand <br> handle <br> happy <br> hare <br> Harry <br> has <br> haste <br> hat <br> hate <br> hay <br> haze <br> he <br> heal <br> heap <br> hear <br> heat <br> heed <br> heel <br> here <br> hide <br> high <br> hind <br> hoe <br> hold <br> hole <br> hoop <br> hoot <br> hope <br> horn <br> horse <br> hose |  | bath <br> bathe <br> booth <br> both <br> oath <br> path <br> teeth <br> that <br> the <br> these <br> they <br> thin <br> this <br> those <br> three <br> throat <br> throw <br> tooth <br> wrath <br> wreath | a adult alas alone appear aside asleep blunt bud bun bus bust but buzz dull dust hull hunt hut nun nut panda plus pun punt pup putt rub run rust rut snub spun strut stub stun stunt sub suds sun thud thus trust tub up us | whale what wheat whee wheel wheeze while whim whine whinny whip whistle whit white whittle whiz whoa whoops why |



| /ou/ <br> OW | /w/ | $\begin{aligned} & \text { /u/ } \\ & \text { ew } \\ & \text { u-e } \end{aligned}$ | /v/ |  | $\mid-\mathrm{o}-1$ <br> ar ä |  | /sh/ <br> _ti_ _Ci_ |  |  | $\begin{aligned} & \text { /oi/ } \\ & \text { oy } \end{aligned}$ | /qu/ | $\|x\|$ | /s/ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | always wise <br> wad wit <br> wade with <br> wag woke <br> wage wood <br> waist wool <br> wait word <br> wake work <br> walk worn <br> wall wow <br> wand  <br> want  <br> wasp  <br> waste  <br> watch  <br> water  <br> way  <br> we  <br> weak  <br> wealth  <br> wear  <br> weather  <br> web  <br> wee  <br> weed  <br> week  <br> weep  <br> weld  <br> well  <br> went  <br> west  <br> wet  <br> wick  <br> wicked  <br> wide  <br> wife  <br> wig  <br> wiggle  <br> wild  <br> will  <br> wilt  <br> win  <br> wind  <br> window  <br> wine  <br> wing  <br> wink  <br> winter  <br> wipe  <br> wire  | beautiful use beauty usual blew Utah brew bugle chew crew cube cue cure cute dew dude due duke dune few <br> flew <br> fuel <br> fume <br> fury <br> fuse <br> future <br> grew <br> hue <br> human <br> humid <br> knew <br> menu <br> mule <br> muse <br> museum <br> music <br> mute <br> new <br> pew <br> produce <br> pupil <br> pure <br> rescue <br> screw <br> sure <br> threw <br> tube <br> Tuesday <br> tune <br> unit <br> united <br> unity <br> unusual |   <br> alive violet <br> arrive violin <br> behave visit <br> brave vote <br> cave vowel <br> clover wave <br> cove weave <br> crave wove <br> dive  <br> dove  <br> drive  <br> driver  <br> drove  <br> evening  <br> five  <br> gave  <br> give  <br> grave  <br> grove  <br> have  <br> hive  <br> leave  <br> live  <br> over  <br> pave  <br> rave  <br> river  <br> rover  <br> save  <br> serve  <br> seven  <br> sleeve  <br> stove  <br> vain  <br> valentine  <br> valley  <br> van  <br> vane  <br> vase  <br> vat  <br> vault  <br> veal  <br> vegetable  <br> velvet  <br> vent  <br> verse  <br> very  <br> vest  <br> vine  | arch <br> Arctic are ark arm art artist bar bark barn blob block blond blot bond bop botch car card carp cart charm chart <br> chomp chop clock <br> clod <br> cob <br> cod <br> cop corn cot crock crop dark dart <br> dock <br> dog doll dot drop far farm father flock <br> flop fog fond frock frog | garden <br> gob <br> got <br> guard <br> hard <br> harm <br> harp <br> hop <br> hot <br> knob <br> knock <br> knot <br> lard <br> lock <br> loft <br> log <br> lot <br> march <br> mark <br> mart <br> mob <br> mock <br> mom <br> mop <br> nod <br> not <br> notch <br> on <br> park <br> part <br> party <br> plod <br> plot <br> pod <br> pomp <br> pond <br> pot <br> prod <br> prop <br> rob <br> rock <br> rod <br> romp <br> rot <br> scar <br> scarf <br> slop <br> slot <br> smart <br> smog | snob <br> sob <br> sock <br> sod <br> soft <br> spark <br> spot <br> star <br> starch <br> start <br> stock <br> stomp <br> stop <br> tar <br> tarp <br> tart <br> throb <br> top <br> trot <br> want <br> water <br> yard <br> yarn | action shell <br> ash ship <br> ashamed shirt  <br> bash shiver <br> blush shock <br> brush shone <br> bush shoo <br> cash shook <br> clash shoot <br> crash shop <br> crush shore <br> dash short <br> dish shot <br> fish shout <br> flash show <br> fresh shower <br> gash shrimp <br> gosh shrink <br> gush shut <br> lash shutter <br> leash shy <br> mash smash <br> mesh social <br> mush special <br> nation splash <br> patient trash <br> push vacation <br> rash wash <br> rush wish <br> sash  <br> shack  <br> shade  <br> shadow  <br> shake  <br> shall  <br> shallow  <br> shame  <br> shampoo  <br> shape  <br> share  <br> shark  <br> sharp  <br> shave  <br> shawl  <br> she  <br> shear  <br> shed  <br> sheep  | age <br> badge <br> barge <br> binge <br> budge <br> bulge <br> cabbage <br> cage <br> change <br> courage <br> cringe <br> damage <br> danger <br> dredge <br> engineer <br> fringe <br> fudge <br> garage <br> gee <br> gem <br> general <br> gentle <br> genuine <br> George <br> germ <br> giant <br> gigantic <br> ginger <br> giraffe <br> grudge <br> hedge <br> hinge <br> huge <br> jab <br> Jack <br> jacket <br> jade <br> jail <br> jam <br> Jane <br> January <br> jar <br> jaw <br> jay <br> jeans <br> jeep <br> jelly <br> jerk <br> jet <br> jig | Jill <br> jingle <br> job <br> jog <br> joke <br> jolly <br> jolt <br> judge <br> jug <br> July <br> jump <br> June <br> junk <br> jury <br> just <br> large <br> ledge <br> lodge <br> magic <br> manager <br> merge <br> message <br> nudge <br> orange <br> package <br> page <br> passage <br> pledge <br> purge <br> rage <br> range <br> singe <br> sludge <br> smudge <br> stage <br> stingy <br> storage <br> strange <br> stranger <br> surge <br> trudge <br> urgent <br> village <br> wage <br> wedge | ahoy <br> annoy <br> avoid <br> boil <br> boy <br> broil <br> choice <br> coil <br> coin <br> cowboy <br> coy <br> decoy <br> destroy <br> employ <br> enjoy <br> foil <br> foist <br> hoist <br> join <br> joint <br> joy <br> joyful <br> loin <br> loyal <br> moist <br> noise <br> oil <br> oyster <br> ploy <br> point <br> poise <br> poison <br> rejoice <br> Roy <br> royal <br> soil <br> soy <br> spoil <br> toil <br> toy <br> voice <br> voyage <br>  | quack <br> quail <br> quaint <br> quake <br> Quaker <br> qualify <br> quality <br> quantity <br> quarrel <br> quarry <br> quart <br> quarter <br> quartz <br> queen <br> quench <br> query <br> quest <br> question <br> quick <br> quiet <br> quill <br> quilt <br> quirk <br> quit <br> quite <br> quiver <br> quiz <br> quota <br> quote <br> request <br> require <br> squad <br> squalid <br> squall <br> squalor <br> square <br> squash <br> squat <br> squawk <br> squeak <br> squeal <br> squeeze <br> squid <br> squint <br> squirm <br> squirrel <br> squirt | anxious fox <br> ax hex <br> box lax <br> exact Max <br> exam Mexican <br> examine mix <br> example mixture <br> exceed next <br> excess ox <br> excite pox <br> exclaim relax <br> exclude six <br> excuse tax <br> execute Texas <br> exempt text <br> exercise textile <br> exert texture <br> exhale wax <br> exile x-ray <br> exist  <br> existence  <br> exit  <br> expand  <br> expect  <br> expend  <br> expense  <br> expensive  <br> experiment  <br> expert  <br> expire  <br> explain  <br> explode  <br> exploit  <br> explore  <br> export  <br> expose  <br> express  <br> extend  <br> external  <br> extinct  <br> fixture  <br> flexible  <br> extol  <br> extra  <br> extract  <br> extreme  <br> fax  <br> fla  | Asia casual closure collision decision measure occasion pleasure revision treasure unusual usual vision |

