

Teaching the Revised List of 84 Phonograms

Phonogram	Sound(s)	Example(s)	Comments on changes
1. b	/b/	rib	
2. c	/c/s/	can/cent	
3. d	/d/	lid	
4. f	/f/	if	
5. g	/g/j/	bag/gem	
6. h	/h/	him	
7. j	/j/	jam	
8. k	/c/	ink	
9. l	/l/	lag	
10. m	/m/	ham	
11. n	/n/ng/	win/sink	Add the /ng/ sound
12. p	/p/	map	
13. qu	/k+/w/	quit	
14. r	/r/	rat	
15. s	/s/z/	us/as	
16. t	/t/	bat	
17. v	/v/	van	
18. w	/w/	wet	
19. x	/k+/s/	box	Refer to as a Marker
20. z	/z/	zip	
21. a	/a/ae/o/	at/able/want	
22. e	/e/ee/	end/me	
23. i	/i/ie/ee/	big/find/ski	Add the /ee/ sound
24. o	/o/oe/oo/	on/most/do	
25. u	/u/ue/oo/oul/	up/unit/truth/put	Add the /oo/ sound
26. y	/ee/ie/i/	happy/my/gym	Add the /ee/ sound
27. sh	/sh/	dish	
28. ch	/ch/c/sh/	much/school/chef	
29. th	/th/the/	thin/this	
30. wh	/hw/	when	
31. er	/er/err/	her/very	Add the /err/ sound
32. ir	/er/	first	
33. ur	/er/	fur	
34. ear	/er/	learn	
35. or	/or/er/	for/word	Add the /er/ sound
36. ar	/ar/or/er/err/	far/war/solar/arid	Add /or/er/err/ sounds

37. ay	/ae/	day	Call it the ending /ae/ sound
38. ai	/ae/	paint	
39. ee	/ee/	see	
40. ea	/ee/e/ae/	eat/head/break	
41. ie	/ie/ee/	pie/field	Drop /i/ and change order
42. oe	/oe/	toe	
43. oo	/oo/oul/	boot/foot	
44. ow	/ow/oe/	how/low	
45. ou	/ow/oe/oo/u/	out/soul/you/touch	
46. oy	/oy/	boy	Call it the ending /oy/ sound
47. oi	/oy/	point	
48. aw	/aw/	law	Call it the ending /aw/ sound
49. au	/au/	haunt	
50. ng	/ng/	rung	
51. ck	/c/	neck	Refer to as a Marker
52. le	/oul+/l/	purple	Call it the ending /ul/ sound
53. ve	/v/	serve	Call it the ending /v/ sound
54. me	/m/	come	Call it the ending /m/ sound
55. ne	/n/	done	Call it the ending /n/ sound
56. se	/s/z/	goose/cheese	Call it the ending /s/z/ sound
(The first 56 revised phonograms are equivalent to the first 54 of Spalding's)			
57. ze	/z/	sneeze	Call it the ending /z/ sound
58. ce	/s/	since	Call it the ending /s/ sound
59. ge	/j/	large	Call it the ending /j/ sound
60. ey	/ee/ae/	key/they	Drop /i/ and change order
61. oa	/oe/	boat	
62. ue	/ue/oo/	cue/true	
63. ew	/ue/oo/	few/grew	Call it the ending /ue/ew/
64. ui	/oo/	fruit	Change the sound to /oo/
65. oul	/oul/	would	
66. ough	/ow/oe/oo/aw/	drought/though/through/thought	Drop /uf/, /of/ and change order
67. ph	/f/	phone	
68. kn	/n/	knot	
69. gn	/n/	sign	
70. wr	/r/	wrap	
71. gu	/g/	guard	
72. dge	/j/	bridge	Refer to as a Marker
73. tch	/ch/	hatch	Refer to as a Marker
74. ed	/d/t/	hummed/hopped	Drop /e+/d/

75. ei	/ee/ae/e/	weird/vein/ heifer Change /i/ to /e/
76. eigh	/ae/	weigh
77. igh	/ie/	sigh
78. ere	/err/	there
79. arr	/err/	arrow
80. err	/err/	merry
81. ti	/sh/	nation
82. ci	/sh/	special
83. si	/sh/	mansion
84. ssi	/sh/	mission

The above phonograms are common enough that they should be taught *before* the words in the extended Ayres list are encountered. Here is a list of phonograms that should be introduced at the same time as the word is dictated, along with the word or words in which they first occur. None are in the Spalding list of phonograms. Also, the list is not necessarily complete. If a spelling of a particular sound recurs several times, it should be thought of as a phonogram for that sound.

85. the	/the/	clo <u>th</u> e, clo <u>th</u> es
86. bu	/b/	<u>bu</u> y, <u>bu</u> ild, <u>bu</u> ilt
87. lk	/c/	w <u>alk</u> , t <u>alk</u> , ch <u>alk</u>
88. mb	/m/	cl <u>im</u> b th <u>um</u> b
89. orr	/or/	s <u>orr</u> y
90. ugh	/f/	r <u>ough</u> , en <u>ough</u> , la <u>ugh</u> , cou <u>gh</u>
91. gh	/g/	<u>gh</u> ost
92. te	/t/	w <u>aste</u> , t <u>aste</u>
93. ough	/aw/	ca <u>ugh</u> t, ta <u>ugh</u> t, na <u>ugh</u> ty
94. our	/er/	jo <u>ur</u> ney, jo <u>ur</u> nal, cou <u>ra</u> ge
95. mn	/m/	aut <u>um</u> n, h <u>ym</u> n, col <u>um</u> ns
96. st	/s/	Christ <u>mas</u> , li <u>st</u> en, whi <u>st</u> le
97. urr	/er/	h <u>urr</u> y
98. dg	/j/	ba <u>dg</u> er, bri <u>dg</u> es, bu <u>dg</u> et (none located in Ayres)

In addition, two circumstances should be explained as they occur. One is the doubled consonant that represents one sound in words like **glass** or **doll**. The second is the a-e, e-e, i-e, o-e and u-e pattern in words like **cane**, **theme**, **fine**, **cone** and **cube**. The *first* such word encountered in the Ayres list will be **time** and the concept should be explained then and elaborated upon with each new occurrence.

Summary of the changes made:

Of the first 54 phonograms that Spalding teaches before introducing the Extended Ayres List, one (**wor**) was dropped and four were moved back in the instructional order (**ew** from 43 to 63; **ui** from 44 to 64; **ed** from 51 to 74; **oa** from 54 to 61.) All of these are first used late enough in the Ayres list that moving them back causes no problem.

Meanwhile, two phonograms were moved up (**ie** from 57 to 41; **oe** from 65 to 42) and five new ending phonograms were created (**le**, **ve**, **me**, **ne** and **se**) and the list was expanded to 56 items to be taught before starting on the Ayres list. With the revised list, teach the first **56** phonograms, rather than the first 54, before beginning to dictate words from the Ayres list.

Instructionally, the main change made was to eliminate Spalding's five rules governing the use of the final "silent" e in English in favor of creating additional phonograms. This also requires that when the first words with split vowel spellings, such as **time**, are encountered, they should be taught as containing their respective phonograms (**ie**, in the case of "**time**") but with the vowel spelling split due to the tendency in English to place the letter e at the end of words.

Syllable Rules:

The Spalding Method uses syllable rules to break words into chunks. All that is required to integrate the OnTrack Reading method of breaking words into chunks is to learn the method and then apply it when dictating each word from the Ayres list. At the same time, it is suggested that modest changes be made to the marking system used to indicate phonograms and their associated sounds.

A separate PDF file will cover the details of implementing the OnTrack Reading curriculum's chunking methodology and marking system. It will include several pages of examples taken directly from the Ayres list indicating how each should be chunked and marked.