



Checklists

Resources to help monitor learners' progress



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INTERLUDE

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Introduction



Introduction

"I shall teach him to use the words by means of examples and by practice. — And when I do this I do not communicate less to him than I know myself. In the course of this teaching ... I do it, he does it after me; and I influence him by expressions of agreement, rejection, expectation, encouragement. (Wittgenstein, PI, #208)

It goes without saying that we want people to catch the literacy bug in all its richness. We want developing readers and writers to engage in literacy in its vast array of forms and possibilities. We want them to develop the skills to inform (and be informed), entertain (and be entertained), persuade (and be persuaded) as well as to ponder, explore, and speculate. This engagement ranges from the mundane tasks of everyday life to flights of the imagination to the gravitas of declarations and beyond.

Yet the child (or emerging learner) is not faced with the prospect of exhibiting these skills from the get go. Instead, there is a progressive development of capabilities where the child (or learner) is supported by others through an array of activities, experiences, strategies and knowledge. There are moments for hard work. There are moments for inspiration. There are moments for creativity and exploration.

On one hand, becoming literate involves mastering "the notation". It takes time and regular practice to master / control this code. This control involves the dimensions of phonology, orthography, morphology, syntax, and pragmatics. This attention to the structural facets of language and literacy is an important first step in examining how print language (e.g. our sentences) is able to convey (any) meaning (at all).

We must also acknowledge that literacy exists across a continuum, and that the challenge is not literacy itself. Instead, the challenge lies in preparing learners for the progressive forms, content and contexts that the literate individual will need to increasingly confront across the years of schooling and beyond. There is a need - so to speak - in helping learners *learn to read* in order to proceed to the more pressing task of *reading to learn*. This does place a certain degree of pressure on one to gain skills in a timely manner.

In the words of Maryanne Wolf,

"although it took our species roughly 2,000 years to make the cognitive breakthrough necessary to learn to read with an alphabet, today our children have to reach the same insights about print in roughly 2,000 days." (Wolf, 2008, p 19)

And so, we present you with this resource, which is a survey of the ingredients that go into making a word and constructing our sentences. By itself, this resource is not very useful, but - in the context of our other resources - it provides items that can serve as checklists for the many elements that a learner will need to master as they progress through the early stages of literacy. Please enjoy and explore! If you're interested in finding out more, please visit us at www.theliteracybug.com.

References

Wittgenstein, L. (2001). *Philosophical Investigations* (3rd ed.). Oxford, UK: Blackwell Publishing.

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

Simple Model of Literacy (Revised)

Revision of Hoover, W. A. & Gough, P. B. (1990). The simple view of reading. Reading and Writing: an Interdisciplinary Journal, 2(2), 127-160.

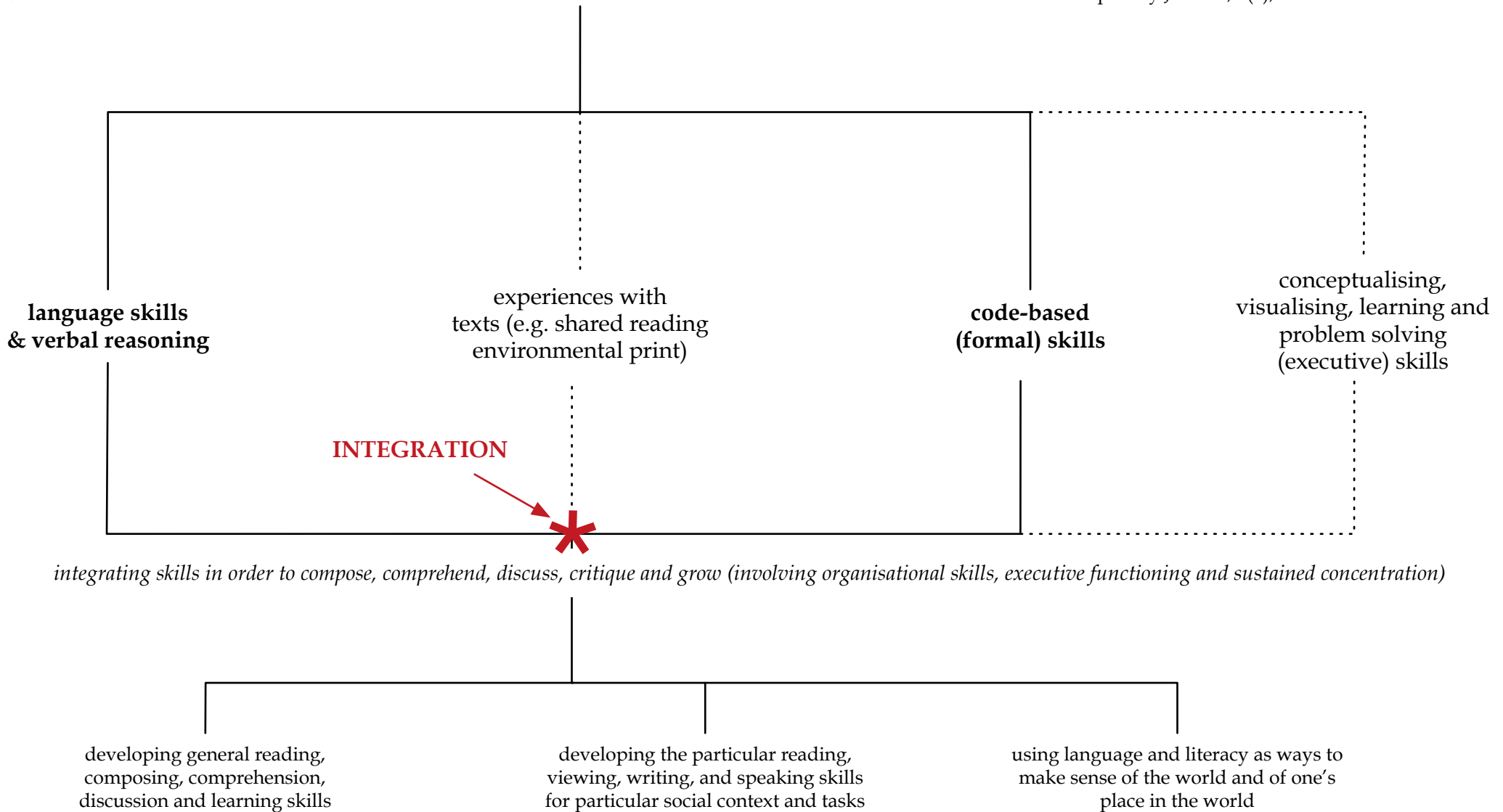
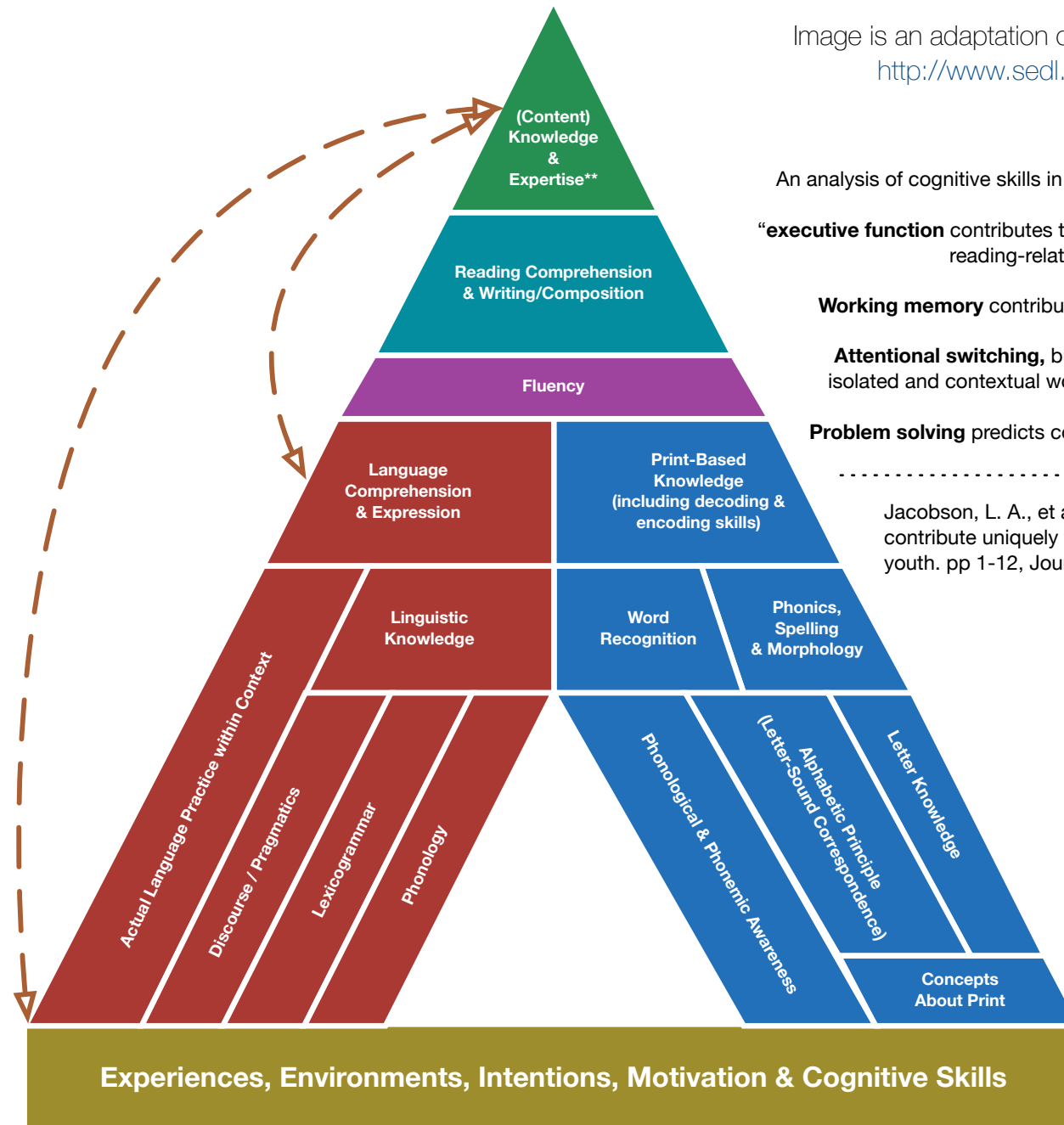


Image is an adaptation of the SEDL reading framework:
<http://www.sedl.org/reading/framework/>



An analysis of cognitive skills in language/literacy learning reveal how
 “**executive function** contributes to reading performance, over and above reading-related language skills.

Working memory contributes to all components of reading;

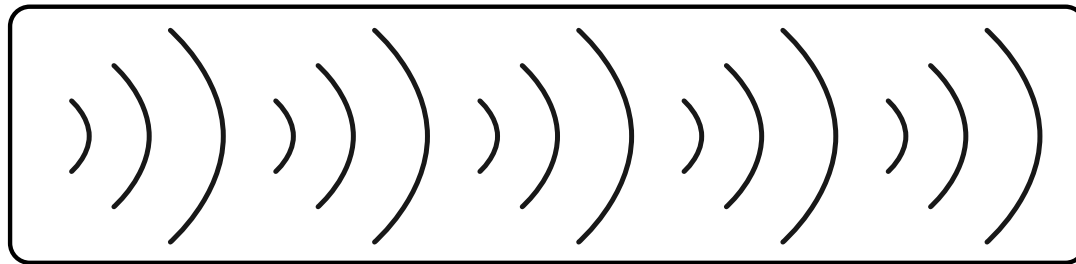
Attentional switching, but not problem solving, contributes to isolated and contextual word reading and reading fluency.

Problem solving predicts comprehension." (Jacobson, et al., 2016)

.....
 Jacobson, L. A., et al. (2016). Executive functions contribute uniquely to reading competence in minority youth. pp 1-12, Journal of learning disabilities.



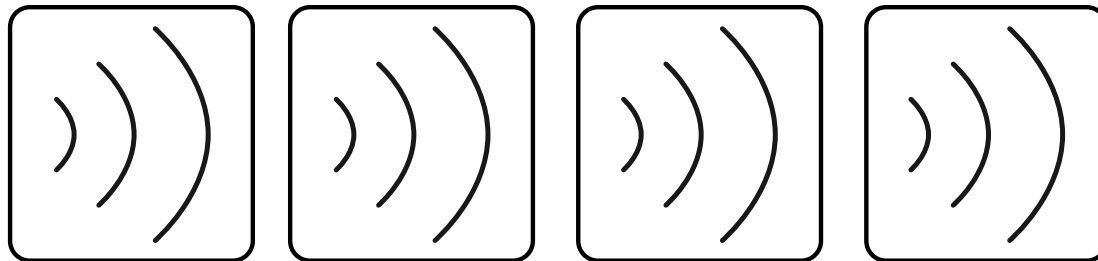
encoding



LANGUAGE



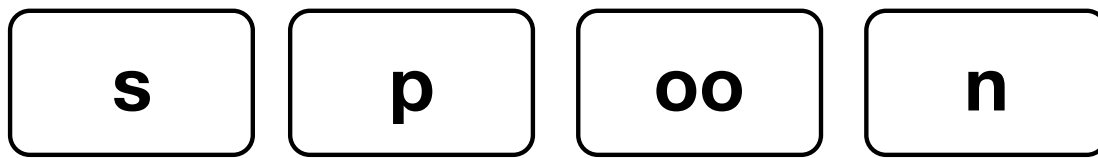
PHONEMIC AWARENESS



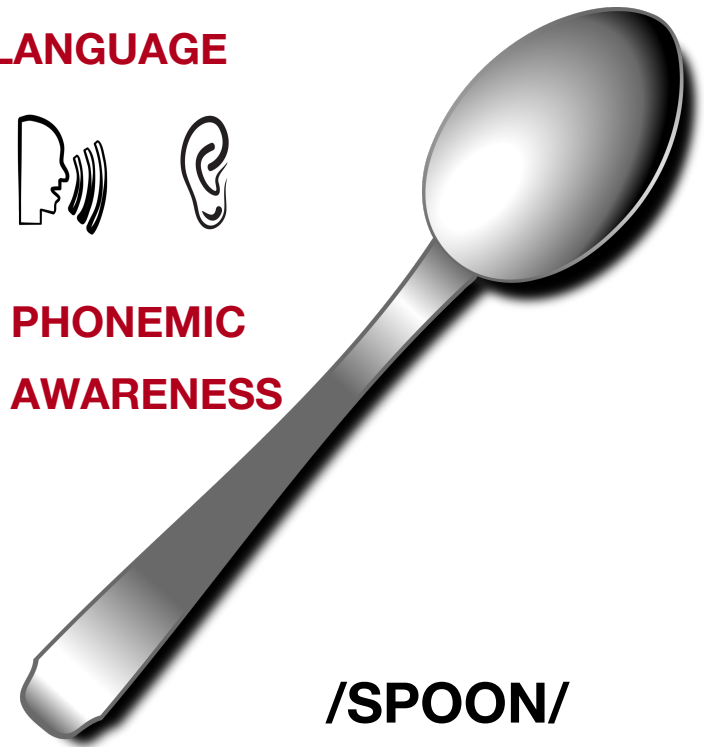
PHONEMIC & PHONIC KNOWLEDGE



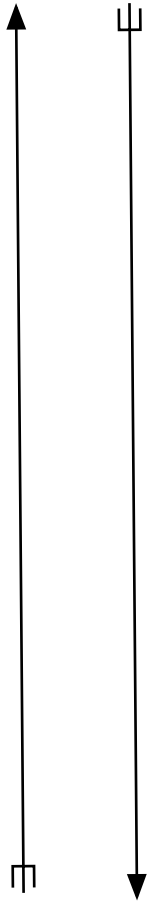
AUTOMATIC WORD RECOGNITION & CONSTRUCTION

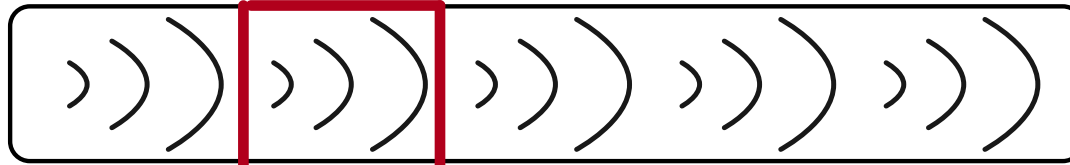


decoding

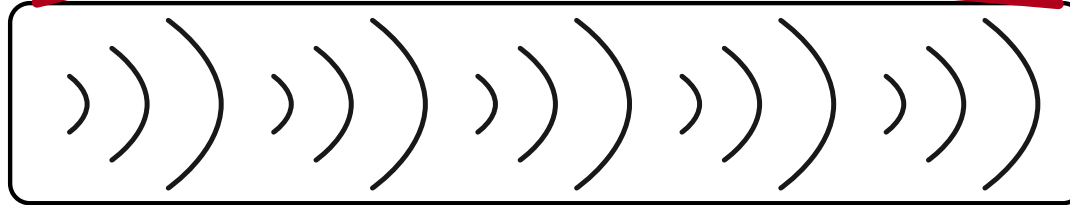


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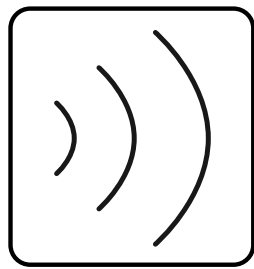
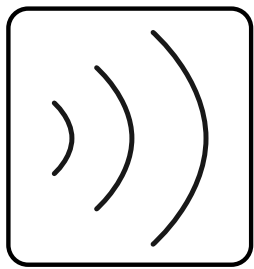




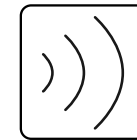
“A **helicopter** flew over the house”
whole word in a sentence



“Helicopter”
whole word



“He-li-cop-ter”
in syllables



/h/

/e/

/l/

/i/

/k/

/o/

/p/

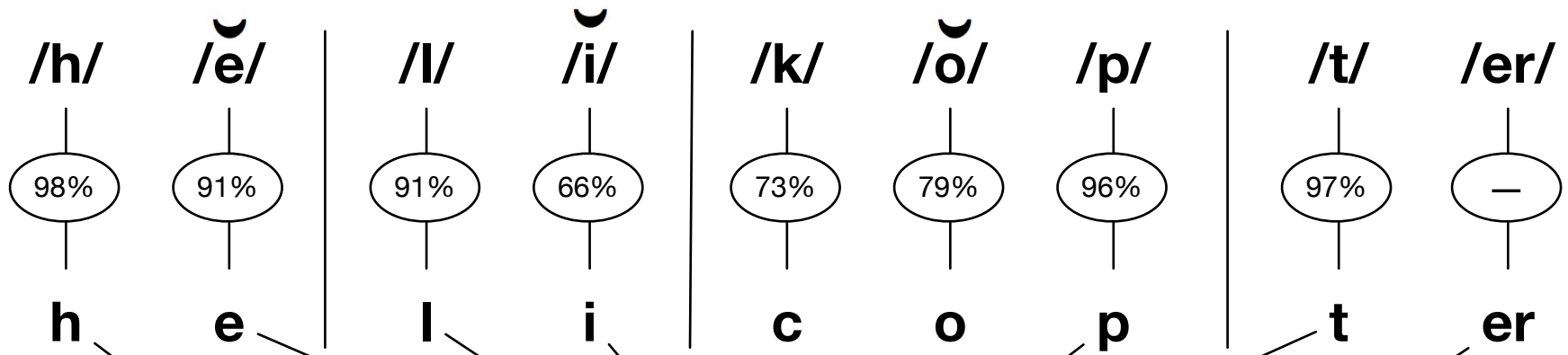
/t/

/er/

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)





Applying Graphemes

Print Word Recognition

helicopter



- has rotating blades
- aircraft
- rescue vehicle
- hovers
- used to watch traffic
- can land on buildings

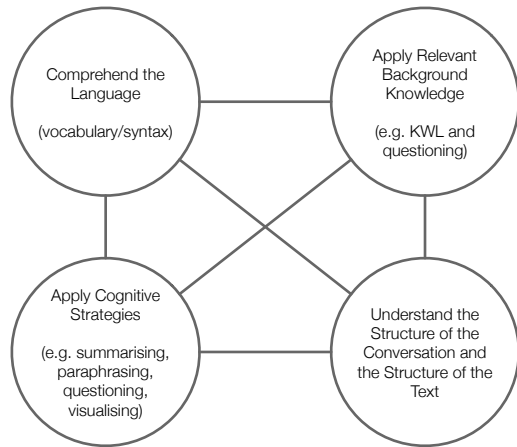
Sentence Construction

A helicopter flew over the house quickly.

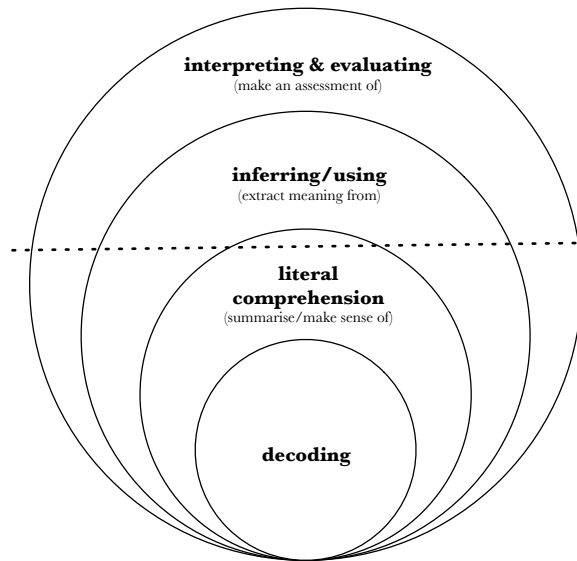
what? did what? where? how?



In a text ...



helicopter



A helicopter flew over my house today. A helicopter is a type of rotorcraft in which lift and thrust are supplied by rotors. **This** allows the helicopter to take off and land vertically, to hover, and to fly forward, backward, and laterally. *Helicopters were developed and built during the first half-century of flight*, with the first operational helicopter built in 1936. It was not until 1942 that a helicopter designed by Igor Sikorsky reached full-scale production with 131 aircraft built.

Sentences are arranged into a text, which in this case is an **information text** that includes the following demands:

- pronoun tracking,
- new vocabulary,
- passive voice, and
- more.

Purpose: Representational (to convey facts)

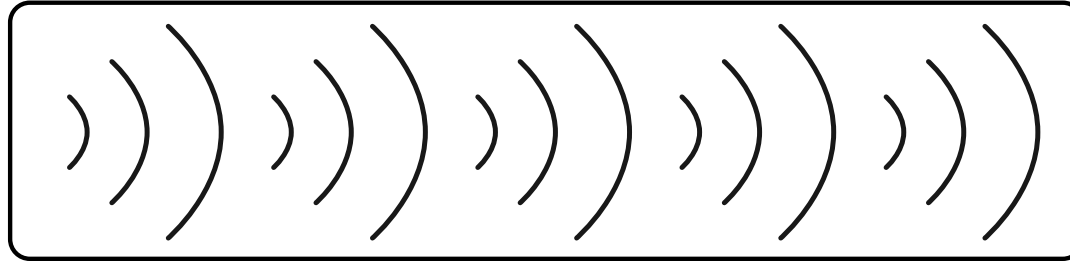
what did I learn? what information is provided? how it is structure? what does it answer?



Phonemic Awareness

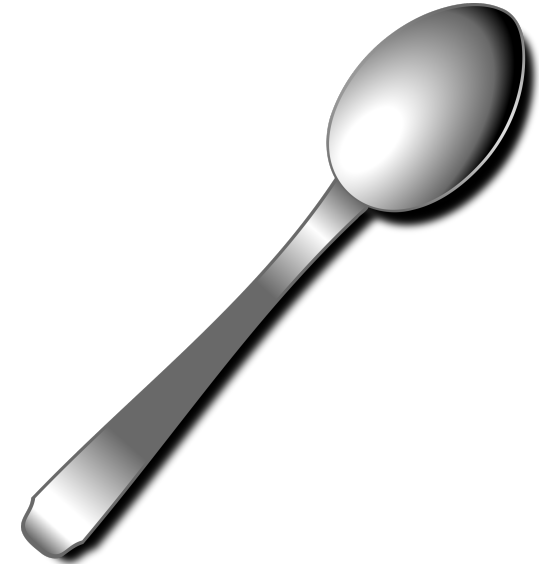
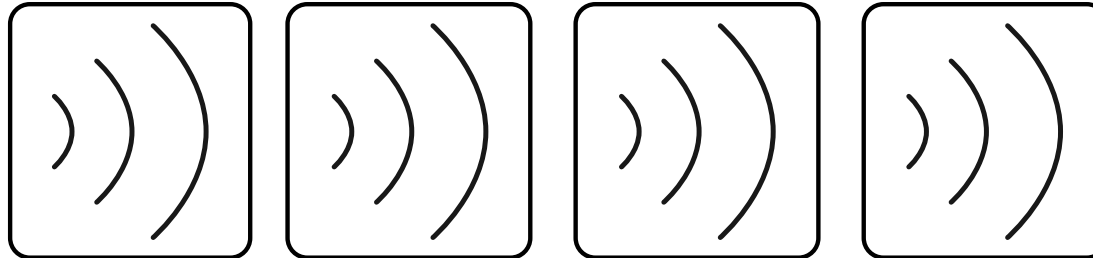
To prepare for literacy, spoken words need to be treated as consisting of component parts (e.g. phonemes).





Language

**Phonemic
Awareness**



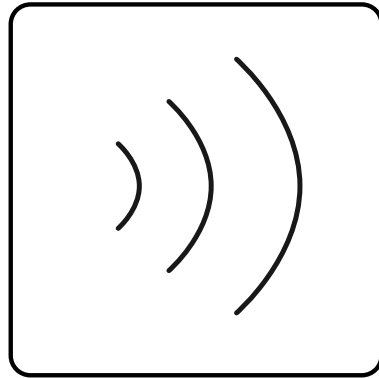
*{To prepare for literacy} spoken words had to be treated as consisting of component parts, which could then be represented by a much smaller number of graphical symbols. The would-be architects of writing systems had to develop something that we now consider an ordinary, teachable aspect of learning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

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.

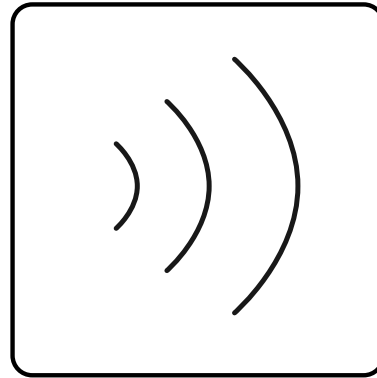


The Crux of Phonemic Awareness

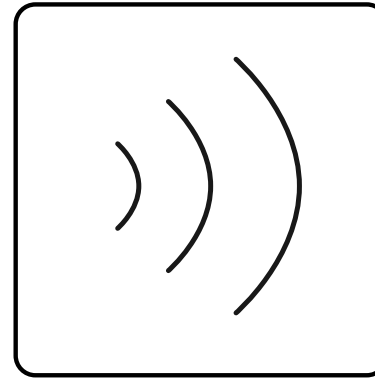
To be able to detect the sounds within words, and hold this in working memory long enough as to begin matching sounds to graphemes.



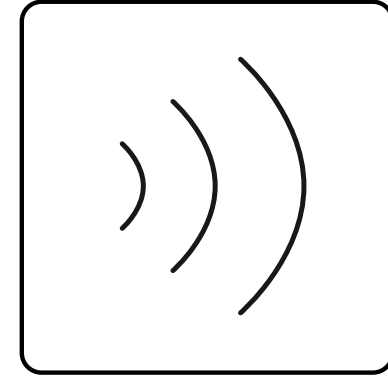
CAT



/K/



/A/



/T/

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.

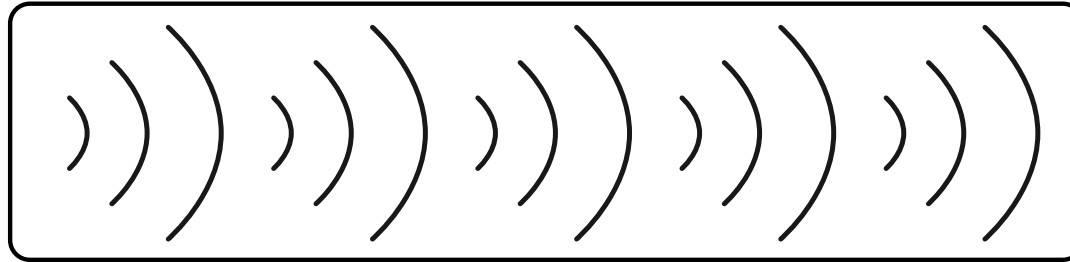
PA MILESTONES (Ages when 80-90 % of typical students achieved a phonological skill. <http://www.readingrockets.org/article/development-phonological-skills>)

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

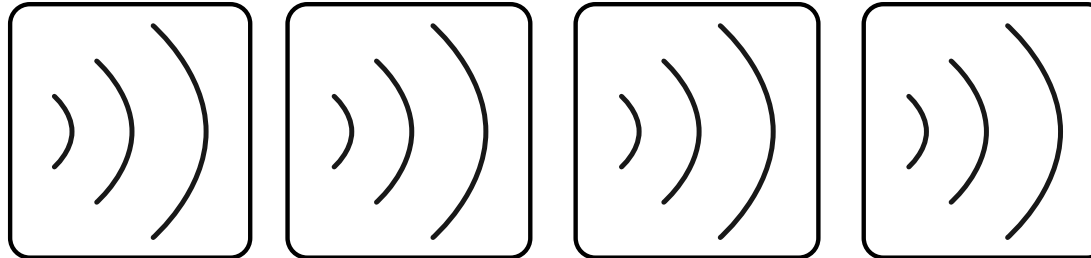
Segment words w/ 2 -3 phonemes (no blends) = 6 yrs old
Segment words w/ 3-4 phonemes (w/ blends) = 6.5 yrs old
Substitute phoneme in words (no blends) = 6.5 yrs old
Sound deletion (initial and final positions) = 7 yrs old
Sound deletion (initial position, include blends) = 8 yrs old
Sound deletion (medial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

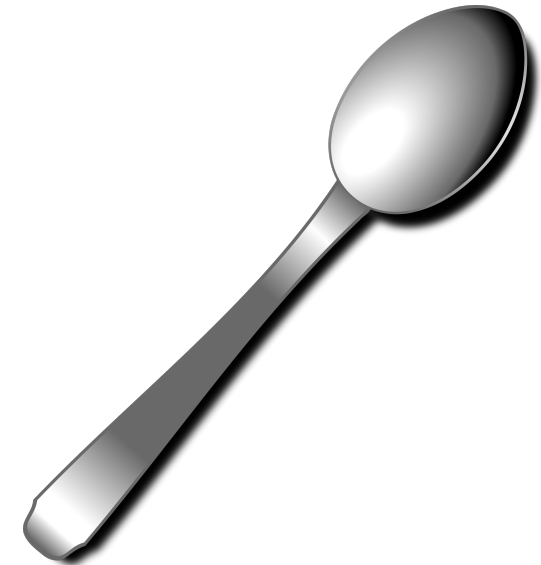
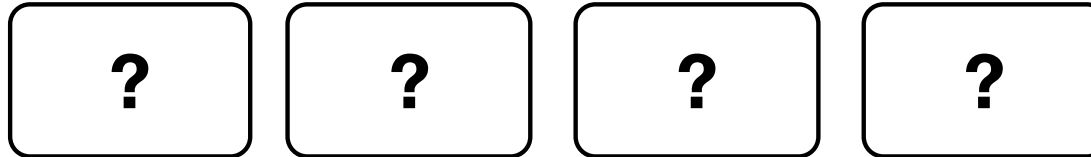


Language

Phonemic Awareness



Phonemic Knowledge



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)

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Phoneme Awareness in the ELLI classroom



<https://youtu.be/PpHiXXyPzm4>



An Example Assessment

SCREEN OF PHONOLOGICAL AWARENESS (SPA)

Stephanie Mallen, Speech Pathologist
Department for Education & Children's Services, SA 1994

Materials: 5 counters of same colour, 1 clicker, 1 shaker, 3 metal keys on a ring, animal figure, picture sheet attached.

NAME: (M/F) _____ D.O.B: / / AGE: _____ DATE: / /

LOCATION: _____ YEAR LEVEL _____ EXAMINER: _____

OTHER FACTORS: NESB Hearing impairment Visual impairment Identified speech delay/disorder
 Identified language delay/disorder Intellectual disability Other _____

Instructions <i>Note: One repetition of each item is permitted</i>	Stimulus items	Score
1. Segmenting sentences into words Provide 5 counters. Demonstrate counting words with animal figure jumping on a counter for each word in the sentence, saying: <i>I am going to say a sentence and I am going to jump on a counter for each word I say. Practise sentence: 'Get your book.'</i> Then give the child the animal figure and say: <i>Now it's your turn. Repeat practice sentence.</i>	He is tall. (3) _____ Her name is Sue. (4) _____ They went shopping. (3) _____ Jump off. (2) _____ It is my birthday. (4) _____	/5
2. Providing rhyming words Show the first line of pictures on picture sheet. Point to the pictures as you say them. Say: <i>These words rhyme because they sound the same at the end: big - pig - fig. Show the next line of pictures and say: Now can you tell me a word that rhymes with _____?</i> Nonsense words are scored as correct. NB. First sound cue acceptable.	hat - mat - _____ eye - pie - _____ dog - log - _____ pot - cot - _____ sun - bun - _____	/5
3. Blending syllables Provide the correct number of counters for the number of syllables in each word. Demonstrate by pointing to a counter for each syllable and saying, <i>I am going to say a word and I am going to point to a counter for each beat of 'croc - o - dile'.</i> Then push them together saying: <i>That makes crocodile. Now you tell me what word this makes _____.</i> Ensure the child is saying the whole word, not repeating the syllables.	doc - tor _____ let - ter _____ kan - ga - roo _____ grass - hop - per _____ hel - i - cop - ter _____	/5
4. Segmenting syllables Provide 5 counters. Demonstrate counting each syllable with the animal figure jumping on the counters. Say: <i>I am going to say a word and I am going to jump on a counter for each beat in the word 'elephant': 'el-e-phant'.</i> Then give the child the animal figure and say <i>Now it's your turn.</i> Repeat 'el - e - phant' together first. NB. Score as correct if the child points to the correct number of counters irrespective of the number they say.	Christmas (2) _____ crayon (2) _____ butterfly (3) _____ computer (3) _____ watermelon (4) _____	/5
5. Reproducing a sound sequence Provide clicker (1), shaker (2), keys (3) in a row from left to right. Demonstrate the noise that each one makes by presenting the sound twice in succession, saying: <i>This one makes this sound,</i> etc. Ask the child to close their eyes and listen to the sound sequence (eg 1 - 2 = clicker - shaker). Produce each sound twice, ie two clicks - two shakes etc. After each sequence say: <i>Now open your eyes. Can you make the sounds in the same order?</i>	1 - 3 _____ 2 - 1 _____ 2 - 3 - 1 _____ 3 - 2 - 1 _____ 1 - 3 - 1 - 2 _____	/5
6. Identifying the first sound Demonstrate using the child's name, saying: <i>Your name is _____ That starts with the _____ sound. Now can you tell me what sound this word starts with? If letter name is given, prompt the 'sound' saying: That's the name of the letter. Do you know what sound it makes?</i> Score sound only as correct.	(t)ail _____ (m)an _____ (f)ine _____ (l)ion _____ (s)un _____	/5

7. Blending sounds Provide the correct number of counters for the number of sounds in the word. Demonstrate by pointing to a counter for each sound and saying, <i>I am going to say a word and I am going to point to a counter for each sound in 'h - a - t'.</i> Then push them together saying: <i>That makes hat. Now can you tell me what word this sounds make?</i> NB. Be very careful to say each sound as it sounds in that word, eg [b] not 'bee', [ay] not 'a', [l] not 'ell', etc.	b - i - g _____ c - ou - gh _____ h - o - me _____ w - e - n - t _____ t - a - b - le _____	/5
8. Producing multisyllabic words Say: <i>I want you to say these words after me.</i> NB. Characteristic speech errors are marked correct. Score on sound sequence and syllable structure, given in brackets opposite. Transcribe error responses to score later if unsure.	octopus (3) _____ ambulance (3) _____ television (4) _____ rhinoceros (4) _____ hippopotamus (5) _____	/5
9. Repairing sentences Say: <i>I'm going to say a silly sentence that has got one sound wrong, like 'We went for a swim in the dool' when it should be 'We went for a swim in the pool'. Now I want to see if you can fix these up for me.</i> Speech errors are marked correct.	Wipe your peet (feet) before you go inside. _____ They caught the but (bus) to school. _____ We took the shog (dog) for a walk. _____ He was reading a boof (book). _____ She had a birmday (birthday) party. _____	/5
10. Letter recognition Point to the letters below one at a time. Demonstrate with 'c' saying: <i>This is the letter 'see'. It also makes the 'k' sound. Do you know the name of these letters?</i> Note whether letter name (L) or sound (S) is given. Score both correct.	a _____ k _____ b _____ s _____ e _____	/5
TOTAL SCORE	Wd Seg / Rhyme / Syll Bl / Syll Seg / Sd Sq / 1st Sd / Sd Bl / Msyll / Repair / Lt Rec /5 /5 /5 /5 /5 /5 /5 /5 /5 /5	/50
Optional supplementary test—sound segmentation Do only if child performed well on the above screening test as a measure of skill level.	Provide 5 counters. Demonstrate with the animal figure jumping on the counters for each sound in 'man', saying: <i>'Man' has three sounds: m - a - n.</i> Give the child the animal figure and say: <i>Can you tell me what sounds you can hear in these words?</i> Score on the accuracy of the sounds given.	/5

Summary / Comments

A Couple Recommended Readings

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998, Spring/Summer). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. *American Educator*, 22, 18- 29.

Schuele, C. M., & Boudreau, D. (2008). Phonological awareness intervention: beyond the basics. *Language, Speech, and Hearing Services in Schools*, 39(1), 3–20. [http://doi.org/10.1044/0161-1461\(2008/002\)](http://doi.org/10.1044/0161-1461(2008/002))

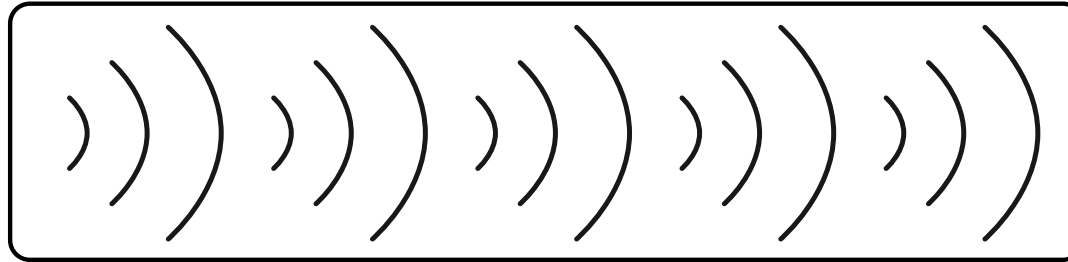
For further readings visit:

<https://www.theliteracybug.com/phonological-and-phonemic-awareness>

Phonemes to Graphemes

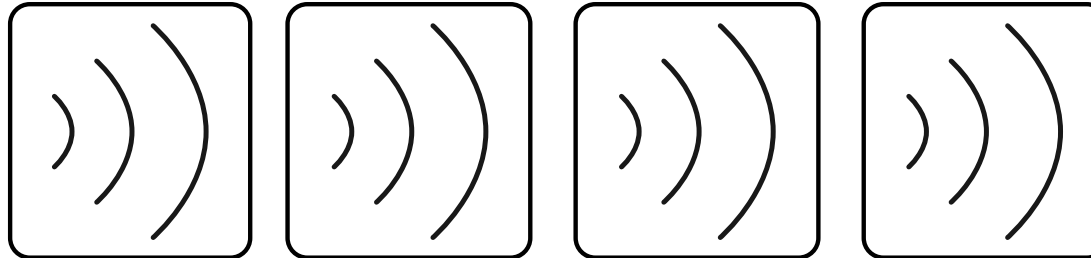
From sounds to letters



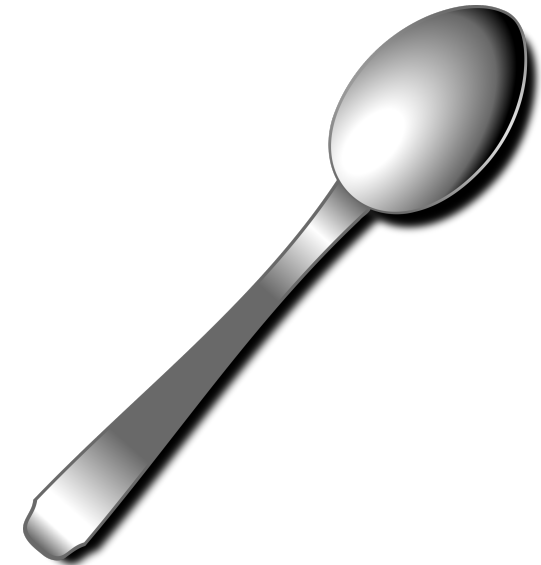


Language

Phonemic Awareness



Phonemic Knowledge



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)

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.



<p>/b/ (97% of time spelled w/ "b")</p> <p>bed bubbly Bhutan</p> <p>except bt in doubt is /v/ mb in numb is /m/</p>	<p>/ch/ (55% of time spelled w/ "ch")</p> <p>chair, catch, future -ch is used only after a single vowel that does not say its name</p> <p>except ch in chef is /sh/ ch in chord is /k/</p>	<p>/d/ (98% of time spelled w/ "d")</p> <p>dog daddy moved</p> <p>except -ed in jumped is /v/</p>	<p>/f/ (78% of time spelled w/ "f")</p> <p>food, stuff phone, calf laugh</p> <p>-gh is often silent in vowel constructs like eight, ough, ough, except for occasions like laugh or tough</p>	<p>/g/ (88% of time spelled w/ "g")</p> <p>game giggle ghost guide</p> <p>G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/</p>	<p>/h/ (98% of time spelled w/ "h")</p> <p>hot whole</p> <p>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.</p>	<p>/j/ (88% of time spelled w/ "g")</p> <p>jar giraffe cage fudge</p> <p>G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/</p>	<p>/k/ (73% of time spelled w/ "c")</p> <p>cake, kite, back, cat chord, cheque</p> <p>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</p>	<p>/l/ (91% of time spelled w/ "l")</p> <p>lion fall little</p> <p>except lf in calf is /f/</p>	<p>/m/ (94% of time spelled w/ "m")</p> <p>man summer autumn comb</p>
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<p>/n/ (97% of time spelled w/ "n")</p> <p>no funny knot gnat pneumonia mnemonic</p>	<p>/ng/ (41% of time spelled w/ "n")</p> <p>sing singing</p> <p>think</p>	<p>/p/ (96% of time spelled w/ "p")</p> <p>pie happy</p> <p>"p" appear as a silent letter in the relatively rare phonograms "ps", "pt" and "pn"</p>	<p>/kw/ (100% of time spelled w/ "qu")</p> <p>quick</p> <p>except -que in cheque is /k/</p>	<p>/r/ (97% of time spelled w/ "r")</p> <p>run hurry rhyme write</p>	<p>/s/ (73% of time spelled w/ "s")</p> <p>sun, messy house, science psychiatry, ceiling nice</p> <p>C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/</p>	<p>/sh/ (26% of time spelled w/ "sh")</p> <p>shoe, chef sugar, conscience, pension, fashion, pressure, mission, nation, physician, appreciate, initiate, schnitzel, fascism</p>	<p>/zh/ (49% of time spelled w/ "si")</p> <p>confusion, casual, equation, seizure, , beige, regime, deja - vu</p>	<p>/t/ (97% of time spelled w/ "t")</p> <p>tree little jumped pteroactyl doubt</p> <p>except -ed in moved is /d/</p>	<p>/th/ (100% of time spelled w/ "th")</p> <p>the this that thumb</p> <p>except th in thyme is /v/</p>
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<p>/v/ (99.5% spelled w/ "v" or "ve")</p> <p>van have</p> <p>of - (irregular)</p>	<p>/w/ (92% of time spelled w/ "w")</p> <p>water whale</p> <p>"w" is a silent in the word "write"</p>	<p>/hw/ (100% of time spelled w/ "wh")</p> <p>while</p> <p>except wh in whole is /h/ wh in whale is /w/</p>	<p>/wə/</p> <p>one once won wonderful</p> <p>In "one" the /w/ sound is not represented by a letter, making hits an irregular phoneme</p>	<p>/ks/ (100% of time spelled w/ "x") except -x in xylophone is /z/</p>	<p>/y/ (42% of time spelled w/ "y")</p> <p>yellow onion</p> <p>"y" often serves a vowel and makes the short i, long i, long e and long a sounds.</p>	<p>/z/ (23% of time spelled w/ "z")</p> <p>zoo fuzzy snooze is choose xylophone</p>	<p>ă (96% of time spelled w/ "a")</p> <p>cat laugh aesthetic (rare) plaid (rare)</p> <p>except ai is normally /long a/ as in paid</p>	<p>ā (45% of time spelled w/ "a")</p> <p>paper, ape rain, straight day, steak, eight vein, they</p> <p>a vowel says its name (long form) at the end of a syllable as in paper.</p>	<p>ē (91% of time spelled w/ "e")</p> <p>bed bread friend said (irregular)</p>
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<p>ē (70% of time spelled w/ "e")</p> <p>tree, she meat, eve, receive, key variation, petite chief, funny</p> <p>a vowel says its name (long form) at the end of a syllable as in she.</p>	<p>i (66% of time spelled w/ "i")</p> <p>sit myth</p>	<p>ī (37% of time spelled w/ "i_e")</p> <p>bite, bicycle pie, high feisty, height buy, my</p> <p>a vowel says its name (long form) at the end of a syllable as in she.</p>	<p>o dog</p> <p>the short o sound is quite similar to the /aw/ sound in law or father</p>	<p>ō (73% of time spelled w/ "o")</p> <p>veto, most bone, boat toe, soul grow, though, bureau</p> <p>a vowel says its name (long form) at the end of a syllable as in veto.</p>	<p>ū (86% of time spelled w/ "u")</p> <p>bug touch</p>	<p>ū (69% of time spelled w/ "u")</p> <p>pupil, tune, few, beauty</p> <p>a vowel says its name (long form) at the end of a syllable as in pupil.</p> <p>the /long u/ sound is quite similar to the /long oo / sound in soon or do</p>	<p>oo (31% of time spelled w/ "oo")</p> <p>cook put would woman</p>	<p>oo (38% of time spelled w/ "oo")</p> <p>soon, do blue, soup through, super flute, suit, new</p> <p>the /long oo/ sound is quite similar to the /long u/ sound in few or tune</p>	<p>/ow/ (56% of time spelled w/ "ou")</p> <p>cow out drought</p>
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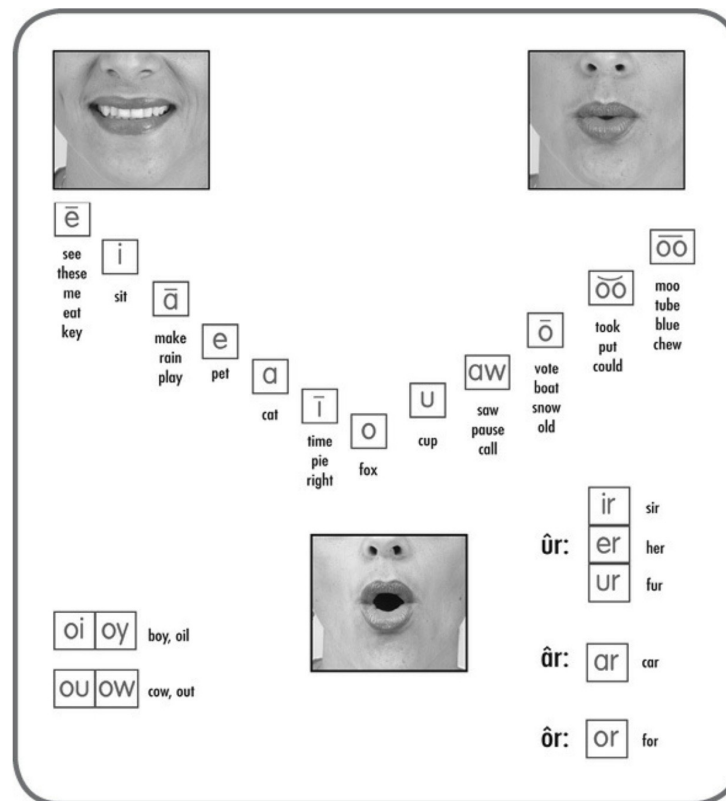
<p>/oy/ (82% of time spelled w/ "oi")</p> <p>boy soil</p>	<p>/aw/</p> <p>father law walk fraud fraught on fought</p> <p>the /aw/ sound is quite similar to the /short o/ sound in dog</p>	<p>/er/ (40% of time spelled w/ "er")</p> <p>father learn dollar girl work turn syrup</p>	<p>/or/</p> <p>for more soar four</p>	<p>/ar/ (89% of time spelled w/ "ar")</p> <p>car, heart</p>	<p>/yur/ cure, sure, pure, your, you're, Uranus</p>	<p>/air/</p> <p>chair fare heir aerial tear error</p>	<p>/ear/</p> <p>fear peer tier</p>	<p>schwa -ə (a, o, u)</p> <p>(24% of time spelled w/ "a")</p> <p>not really a single sound. It is more like an /uh/ or /eh/ breathy sound.</p> <p>alone gallop circus</p>	<p>schwa -ə (e)</p> <p>not really a single sound. It is more like an /uh/ or /eh/ breathy sound.</p> <p>jacket</p>	<p>schwa -ə (i)</p> <p>not really a single sound. It is more like an /uh/ or /eh/ breathy sound.</p> <p>pencil</p>
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How are the sounds produced?

consonant sounds

Consonant Sounds Mouth Position Chart		
<p><i>/t/t</i> <i>/d/d</i> <i>/n/n</i> <i>/l/l</i></p> <p>(tongue pressed against roof of mouth behind top teeth)</p>	<p><i>/p/p</i> <i>/b/b</i> <i>/m/m</i></p> <p>(lips closed)</p>	<p><i>/k/k</i> <i>/g/g</i></p> <p>(tongue pressed against bottom of mouth)</p>
<p><i>/th/th</i></p> <p>(tongue between teeth)</p>	<p><i>/f/f</i> <i>/v/v</i></p> <p>(top teeth on bottom lip)</p>	<p><i>/ch/ch</i> <i>/j/j</i> <i>/sh/sh</i></p> <p>(lips stuck out)</p>
	<p><i>/s/s</i> <i>/z/z</i></p> <p>(teeth together, lips apart)</p>	

vowel sounds



Sound Scientists



Teacher demonstrates how to exaggerate sounds.

<https://youtu.be/p8d1eEhH8NI>



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%



Vowel Patterns

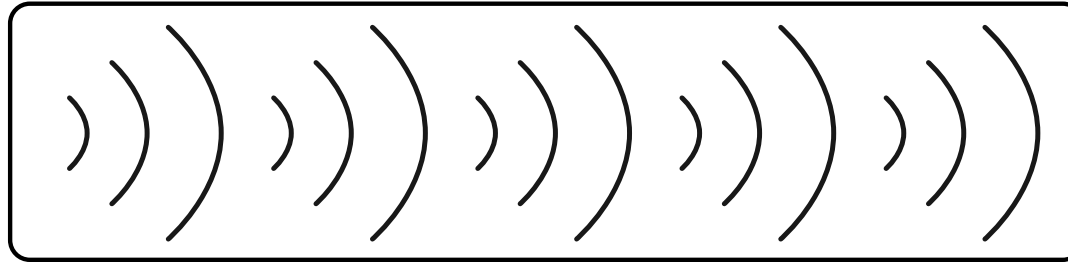
Phoneme	Most likely grapheme	%
/short a/	“a” (as in cat ... with regular CVC pattern predictability)	96%
/short e/	“e” (as in pen ... with regular CVC pattern predictability)	91%
/aw/	“a” (as in father ... with more diversity than short vowels)	89%
/short u/	“u” (as in dug ... with regular CVC pattern 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/	<i>not stated in research study</i>	— %
/ar/	<i>not stated in research study</i>	— %
/air/	<i>not stated in research study</i>	— %
/ear/	<i>not stated in research study</i>	— %
/yur/	<i>not stated in research study</i>	— %

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.

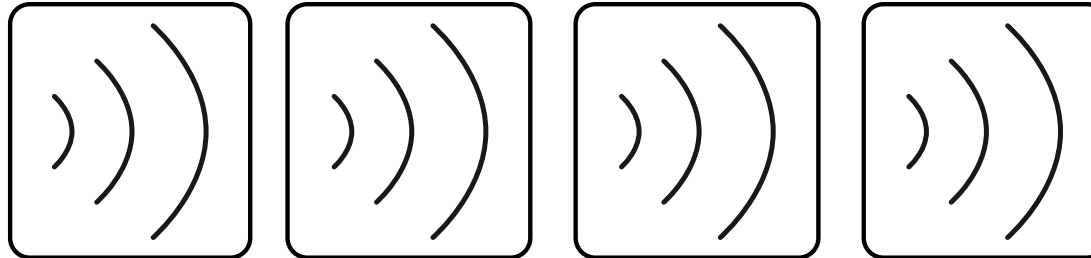
Hanna, P. R., R. E. Hodges, J. L. Hanna, and E. H. Rudolph. 1966. Phoneme-Grapheme Correspondences as Cues to Spelling Improvement. Washington, DC: U.S. Office of Education.



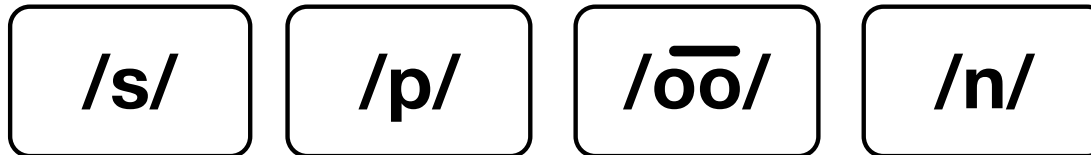


Language

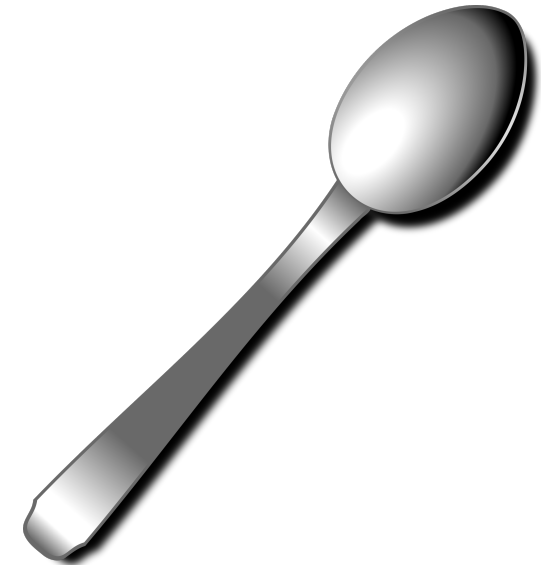
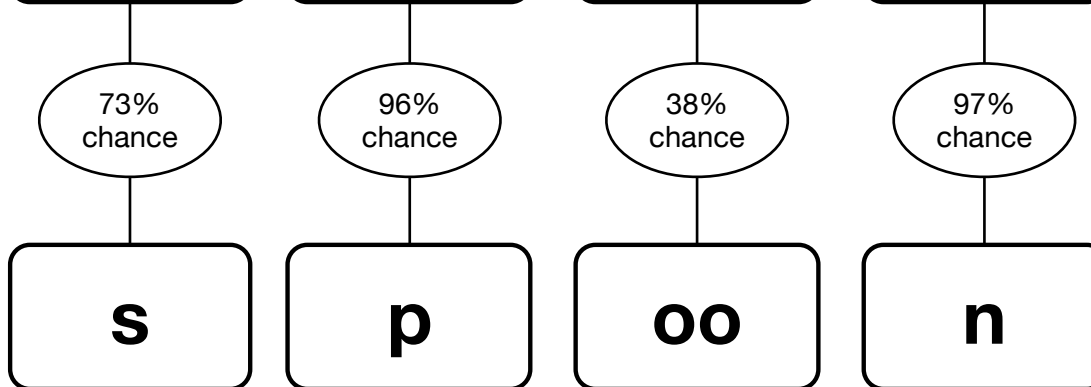
Phonemic Awareness



Phonemic Knowledge



Alphabets / 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)



/b/	/ch/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/	/p/	/kw/	/r/	/s/	/sh/	/t/	/th/	/v/	/w/	/hw/	/ks/	/y/	/z/	ā	a	ē	e	i	ō	ū	ū	ū	ū	oo	/aw/	/ow/	/oy/	/er/	/or/	/ar/	/air/	/ear/	/yur/	schwa			
bed	cheese	dog	foot	game	hat	jeep	kite	lion	man	no	king	pin	quack	run	sun	about	tea	the	van	water	white	two	yellow	zoo	cat	paper	bed	tree	oil	idea	dog	train	bag	bag	pat	pat	ocean	father	cow	boy	father	far	car	chair	hear	car	car	accuse

b	ch-	d	f	g	h	j	k	l	m	n	-ng	p	qu-	r	s	sh	t	th	v	w	wh	x	y	z	a	a	e	e	i	i	o	o	u	u	u	u	oo	a	ow	oy	er	or	ar	air	ear	ure	a	
bed	cheese	dog	foot	game	hat	jeep	kite	lion	man	no	king	pin	quack	run	sun	about	tea	the	van	water	white	two	yellow	zoo	cat	paper	bed	tree	oil	idea	dog	train	bag	bag	pat	pat	ocean	father	cow	boy	father	far	car	chair	hear	car	car	accuse

bb	-tch	dd	ff	gg	wh-	g-	ck	ll	mm	nn	n	pp	rr	ss	ch	tt	-ve	wh	i	zz	au	a_e	ea	ee	y	i_e	o_e	ou	u_e	oo	o	aw	ou	oi	ear	ore	ear	are / ar	eer	your	e
bubble	church	add	eff	egg	white	grove	back	fall	hammer	funny	train	happy	hurry	money	chef	tea	love	white	iron	lazy	mouth	sun	bread	tree	right	idea	boat	ouch	ure	oo	o	away	ouch	oil	ear	ore	ear	are / ar	eer	your	e

bh	t	-ed	ph-	gh-	-ge	c	-le	-mn	kn-	rh	-se	s	-ed	/zh/	f	/wə/	/ks+/	-ze	ae	ai	ie	ea	ie	ie	oa	ew	oul	ue	al	ough	ar	oar	air / aer	ier	ur	i
broken	future	ruined	phone	ghost	age	cat	title	minus	know	rhythm	house	singer	jumped	of	of	we	ks	noise	eat	ai	ie	eat	ie	boat	new	ouch	blue	walk	ought	car	oar	air / aer	ier	ur	i	

-lf	gu-	-dge	ch	-mb	gn-	wr	sc-	sci	pt-	si	o	x	s	ai	aigh	ai	e_e	igh	oe	eau	o	ou	au	ir	our	ear	o
leaf	guard	edge	church	umbrella	gnome	writer	science	science	point	situation	ocean	x-ray	singer	ai	aigh	ai	e_e	high	ocean	eau	ocean	ouch	ouch	ear	our	ear	ocean

-que	nouns	verbs	adverbs	adjectives	prepositions	articles	conjunctions	gerunds	and more	ps-	ss	-bt	s	wo	xi	-se	ay	ei	ei	ou	ough	ough	ough	ur	err	u
change	nouns	verbs	adverbs	adjectives	prepositions	articles	conjunctions	gerunds	and more	psychology	science	boat	school	wool	xi	se	ay	ei	ouch	ouch	ouch	ouch	ouch	ouch	ouch	

c	ssi	ti-	ci-	-ge	si-	j-	g	sc-	c-	shi-	t-	sch-
city	science	tea	city	edge	science	jump	game	science	city	ship	tea	school

Facts
 26 letters
 21 consonants
 5 (or 6) vowels
 45 phonemes

73 basic phonograms
 23 other common phonograms
 6 common syllable types

Word recognition is key, involving
 - phonological;
 - orthographic;
 - morphological;
 - etymological knowledge ...

.... along with one's memorised words (or lexical store)

Sumerians would ask pupils to organise words semantically & phonetically

7 Levels of Phonemic Awareness
 1) Listening
 2) Attending to rhyme
 3) _____ to words & sentences
 4) _____ to syllables in words
 5) _____ to onsets & rime
 6) _____ to individual phonemes
 7) Introducing letters & spellings.

Stages of Spelling Development (Version #1)
 1) Pre-speller - birth to 4
 2) Spell it like it sounds - 4 - 7 years old
 3) Spell it by pattern - 7 - 9 years old
 4) Spell it by rule - 9 - 11 years old
 5) Coordinating multiple strategies - 10 - 13 years old
 6) Spell it from knowledge - 13 years and older

Stages of Spelling Development (Bear, et al, 2014)
 Emergent (Print Concept) Spellers = 3 - 5 yrs old
 Letter Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 yrs old
 Within-Word Pattern (Transitional) Spelling = 7 - 9 yrs old
 Syllables and Affixes (Independent) Spelling = 9 - 11 yrs old
 Derivational Relations (Advanced) Spelling = 11 - 14 yrs old

Example Spelling Rules
 C softens to /s/ when followed by E, I or Y;
 G softens to /j/ when followed by E, I or Y;
 When a one-syllable word ends in a single vowel Y, it says the /long i/ sound;
 Y says the /long e/ sound **only** at the end of a multi-syllabic base words.

Source: *Uncovering the Logic of English* by Denise Eide (2011)

Chall's Stages
End Stage 0: understands 1000s words (heard); reads few, if any.
End Stage 1: understands up to 4000 words (heard); can read about 600.
End Stage 2: understands up to 9000 words (heard); can read about 3000

Morphology & Inflectional Endings
 Over time, learners identify meaningful patterns within words. These are referred to as **morphemes**, which are linguistic units like the plural suffix "s" or "es", prefixes like "re" or "pre", Latin roots such as "spec" meaning "see", and grammatical suffixes like "-ment". They also learn the rules that govern how to add suffixes to base words: "when do I drop the 'e'?" or "when does the y turn to i?" or "when do I double the final consonant?"

Final Word
 We must remember that the code is a means to an ends, and not an ends in and of itself. And whilst it is true that a skilled reader can use the features of a word (e.g. its Latin root or grammatical suffix) to decipher the meaning/use of that word, this occurs much later in the learner's development.

Code-based activities
 can involve the use of soundsticks, clapping syllables, picture blending/segmenting, Elkonin squares/boxes, ABC books, phoneme walls, letter tiles, word scrambles, word sorts, concept sorts, word walls, interactive writing, dictated writing, dictagloss procedures, the Language Experience Approach, cut-up sentences and more. What do each of the above strategies have in common? They all provide ample opportunities for learners to manipulate sounds, letters and spelling patterns.

Sequence of Phonics/Spelling Instruction
Emergent (Print Concept): focus is on phonemic awareness and on alphabet (letter name) knowledge
Letter Name Alphabetic: [shrt] a, m, t, s, [shrt] i, f, d, r, [shrt] o, g, l, h, [shrt] u, c, b, n, k, v, [shrt] e, w, j, p, y, x, q, z, sh, ch, th, wh, ck, consonant blends (e.g. st, pl, bl, gl, sl)
Within Word Stage: a-e, ai, ay, ei, ey, ee, ea, ie, e-e, i-e, igh, y, o-e, oa, ow, u-e, oo, ew, vowel+r, oi, oy, ou, au, ow, kn, wr, gn, shr, thr, sqe, spl, tch, dge, ge, homophones
Syllables & Affixes Stage: adding inflectional endings, multisyllabic words, homographs & homophones

Examples Words - Sequence of Phonics
Emergent (Print Concept): sorting pictures of words into letter sound, rhyme categories
Letter Name Alphabetic: hat, bug, fresh, much, pass, class, sad, job, blob, grab, sick, trick, rang, swing.
Within Word Stage: next, road, knock, frozen, coal, whose, throw, roast, cause, pause, pause, taught, shawl.
Syllables & Affixes Stage: chief, whale, theme, athlete, pilgrim, mushroom, nervous, service, receive, reign.
Derivational Stage: uneasy, insincere, unfasten, manipulate

Words only make sense within the context of sentences (onward to grammar and grammatical facts)

Often, when I have had a picture well framed or have hung it in the right surroundings, I have caught myself feeling as proud as if I had painted the picture myself. (Wittgenstein, Culture & Value)

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 "xylophone"

1:3
Y
y
"y" = 1 consonant & 3 vowel sounds

1
Z
z

Blank card

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 /f/ sound in "thyme"

Blank card

b b is /b/ as in bed baby bb is /b/ as in hobby hb is /h/ as in Habitat (nounism) hb is /h/ in doubt mb is /m/ in thumb	c c is /k/ in cat e is /s/ in circle or bicycle C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/. However, cc is /s/ in scound so is /s/ + /d/ in scare	d d is /d/ as in dog dd is /d/ as in daddy -ed /d/ as in jumped -ed /d/ as in moved -ed /s/ + /d/ in scare	f ff is /f/ as in fun F is /f/ in of (this is irregular) ff is /f/ as in staffy If it is /f/ as in calf -ge is /d/ as in moved -gh is /f/ as in laugh	g g is /g/ as in game gg is /g/ as in germ -gh is /g/ as in giggle -gh is /g/ as in ghost -ge is /g/ as in giggle -gh is /f/ as in tough -gh is /f/ as in follow G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/. English words don't end in /g/.	h h is /h/ in hole wh is /h/ in while It is often combined in a number of consonant sounds, as a silent letter - as in ghost - or to represent a digraph sound - as in phone or laugh	j j is only /j/ as in jar yet g e & g e can also make the /j/ sound	k k is /k/ in kite -ck is /k/ in knight k is silent in know, knight, and knot c h & ck can also make the /k/ sound	l l is /l/ in little -ll is /l/ in silly -le is /l/ in simple If it is /l/ in calf and in half all is /aw/ in walk out is /short oo/ in would
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m m is /m/ in milk mm is /m/ in summer -mb is /m/ in thumb m is always /m/, except in the rare case /m/ in memento	n n is /n/ in nose ns is /ng/ in think nn is /n/ in none kn is /n/ in know gn is /n/ in gnaw pn is /n/ in pneumonia mm is /m/ in autumn -ng is /ng/ in sing	p p is /p/ in pie pp is /p/ in puppy p is silent in pn , pt , and po p is always /p/ and e appears in controlled vowels as in far	qu- qu- is /kw/ as in quick whereas, -que /k/ as in cheque q is always accompanied by the "u" and so "r" is not considered a vowel in this case.	r r is /r/ in rain rr is /r/ in hurry wr is /r/ in write rh is /r/ in rhyme	s s is /s/ in snake ss is /s/ in sure -ss is /s/ in ice -se is /s/ in mouse -ss is /s/ in messy ps is /s/ in psychiatry ss is /sh/ in pressure -ss is /z/ in choose -ce are /s/ in cease & cease	t t is /t/ in talk tt is /t/ in future -th is /t/ in doubt -tt is /t/ in little -th is /h/ in nation -ss is /s/ in confusion pt is /p/ in protodyctyl	v v is /v/ in van -ve is /v/ in have f is /v/ in off (this is irregular)	w w is /w/ in water wh are /w/ in while wh is /h/ in whole -w is /f/ in where
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x x is /ks/ in fox or ox yet x is /ks/ as yellow when a consonant, I also makes the /j/ sound in tinker and x is /ks/ + /h/ in luxury	y (as a consonant) y is /j/ as in yellow when a consonant, I also makes the /j/ sound in tinker y often appears in vowel sounds, which appear on a separate card	z z is /z/ in zoo zz is /z/ in fuzzy z is /j/ in syllable -se is /z/ in choose	-bb bb is /b/ as in hobby bb is /b/ as in bed baby the double b (bb) occurs after the short form of the vowel (e.g. bubble) and not the long form (tubby). A word does not end with mm	-dd d is /d/ as in dog dd is /d/ as in daddy the double d (dd) occurs after the short form of the vowel (e.g. huddle) and not the long form (tubby). A word does not end with mm	-ff ff is /f/ as in staff F is /f/ in fun ff is /f/ as in calf the double /ff/ occurs after the short form of the vowel (e.g. staff).	-gg gg is /g/ as in giggle G is /g/ in game the double g (gg) occurs after the short form of the vowel (e.g. piggle). A word does not end with gg	-ll ll is /l/ in silly L is /l/ in little -le is /l/ in simple the double /ll/ occurs after the short form of the vowel (e.g. fall or ball or tall).
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-mm mm is /m/ in summer m is /m/ in milk mb is /m/ in thumb 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 nn is /n/ in sunny n is /n/ in nose kn is /n/ in know gn is /n/ in gnaw the double n (nn) occurs after the short form of the vowel (e.g. mummy or hammer). A word does not end with mm	-pp pp is /p/ in puppy p is /p/ in pie	-rr rr is /r/ in hurry r is /r/ in rain wr is /r/ in write	-ss ss is /s/ in messy s is /p/ in pie s is /h/ in future	-tt tt is /t/ in little T is /h/ in future	-ch ch is /ch/ in cheese sh is /sh/ in pressure -ss is /h/ in mission -ss is /h/ in comedien -ss is /h/ in nation -ss is /h/ in confusion -ss is /h/ in physician -ch is /h/ in	sh sh is /sh/ in ship, share, s is /h/ in sugar ss is /h/ in pressure -ss is /h/ in mission -ss is /h/ in comedien -ss is /h/ in nation -ss is /h/ in confusion -ss is /h/ in physician -ch is /h/ in chef
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th th is /th/ in this, that, the th is always /th/, except in the rare th is /h/ in thyme th is /h/ in invoked forms (th)	wh- wh are /h/ in whole wh is /w/ in while wh is /kw/ in whale	-ng ng is always /ng/ as in sing and in singing -ck is used only after a single vowel that says its short sound (e.g. back as opposed to steak)	-ck -ck is /k/ in back	-tch -tch is /tch/ in catch -tch is used after a single vowel that does NOT say its name	-ed -ed is /d/ as in moved -ed is /s/ in jumped d is /d/ as in dog dd is /d/ as in daddy	ph- ph is /f/ as in phone ff is /f/ as in staff ff is /f/ as in staffy ff is /f/ as in calf -gh is /f/ as in laugh the "y" is silent in "ye", "ya" and "yam"	-f ff is /f/ as in calf ff is /f/ as in staffy ff is /f/ as in calf ph is /f/ as in phone -gh is /f/ as in laugh	-gh -gh is /f/ as in laugh F is /f/ as in fun ff is /f/ as in staffy ff is /f/ as in calf ph is /f/ as in phone -gh is /f/ as in laugh whereas gh is /g/ as in ghost -gh is often silent in the vowel constructs like ough, though, but not in a word like tough.
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gh- gh is /g/ as in ghost whereas, -gh is /f/ as in laugh ff is /f/ as in fun ff is /f/ as in staffy ph is /f/ as in phone	gu- gu- is /g/ as in guide -ge is /j/ as in judge yet g e & g e 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 rage.	-ge -ge is /j/ as in judge yet g e & g e 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 rage.	-dge -dge is /j/ as in judge yet g e & g e 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 rage.	-le le is /l/ in simple If it is /l/ in calf and in half all is /aw/ in walk out is /short oo/ in would	kn- kn is /n/ in know n is /n/ in nose nn is /n/ in sunny gn is /n/ in gnaw pn is /n/ in pneumonia m is always /m/, except in the rare case /m/ in memento	-que -que is /k/ as in cheque whereas, qu is /kw/ as in quick -ck, ck & ck can also make the /k/ sound. In American spelling, ch que is a check	-mn -mn is /m/ in autumn m is /m/ in milk mm is /m/ in summer mb is /m/ in thumb m is always /m/, except in the rare case /m/ in memento	-mb mb is /m/ in thumb m is /m/ in milk mm is /m/ in summer -mn is /m/ in autumn m is always /m/, except in the rare case /m/ in memento
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gn- gn is /n/ in gnaw n is /n/ in nose nn is /n/ in sunny kn is /n/ in know pn is /n/ in pneumonia m is always /m/, except in the rare case /m/ in memento	rh rh is /h/ in rhyme r is /r/ in rain rr is /r/ in hurry wr is /r/ in write	wr wr is /r/ in write r is /r/ in rain rr is /r/ in hurry wr is /r/ in write	sc so is /s/ in sport or scenery so is /s/ in tossum -ed is /s/ as in moved -ed is /s/ + /d/ in scare C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/.	sci sci- is /s/ + long in science sch is /sh/ in conscience	ssi ss is /h/ in mission	si- si- is /h/ in mission ti- is /h/ in nation si- is /sh/ in confusion ci- is /sh/ in physician	ci- ci- is /h/ in mission ti- is /h/ in nation si- is /sh/ in confusion ci- is /sh/ in physician	-ce -ce are /s/ in cease & cease C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/.
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ps- ps is /s/ in psychiatry or psychiatrist p is silent in pn and pt and po	sch sch- is /sh/ in schizzled (rare)	shi shi- is /sh/ in fashion	ti- ti- is /h/ in nation ti- is /h/ in equation ti- is /t/ as in title t is /t/ in talk tt is /t/ in little -th is /h/ in nation ti- is /h/ in physician	-bt -bt is /t/ in doubt tt is /t/ in little t is /t/ in talk -tt is /t/ in future pt is /t/ in protodyctyl	-ve v is /v/ in van -ve is /v/ in have f is /v/ in off (this is irregular) f is primarily a vowel, and infrequently makes the /f/ sound.	i (as a consonant) i is /y/ as in onion, when a consonant, I also makes the /j/ sound. i is always /j/ and e appears in controlled vowels as in far	-ze z is /z/ in zoo zz is /z/ in fuzzy -ze is /z/ in choose x is /z/ in xylophone x is /z/ in ix -ce is /z/ in choose	-se -se is /s/ in mouse or mouse -se is /z/ in choose or those or those of nose
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a a is /short a/ in cat a is /long a/ in a, e, mate a is /long a/ in paper a is /schwa/ in jacket A vowel says its name (long form) at the end of a syllable as in paper.	e 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 i is /y/ in onion, as a consonant i is /short i/ in pin i is /long i/ in final i is /long i/ in variation i is /schwa/ in pencil	o o is /short o/ in dog o is /long oo/ in do o is /schwa/ in one o is /schwa/ in gallop o is /schwa/ in one o is /schwa/ in one -oo says its name at the end of a syllable as in veto.	u 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 -uy is /long i/ in buy ue is also /long i/ in bye or eye	y y is /y/ in yellow y is /long e/ in funny y is /long i/ in myth y is /long i/ in my -uy is /long i/ in buy ue is also /long i/ in bye or eye
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a_e a_e is /long a/ in mate a_e is /short a/ in have a_e is /schwa/ in care	e_e e_e is /long e/ in eve e_e is /long e/ in she e_e is /long e/ in each e_e is /long e/ in receive e_e is /long e/ in believe e_e is /long e/ in picnic	i_e i_e is /long i/ in bite i_e is /long e/ in picnic i_e is /long i/ in bicycle i_e is /long i/ in fleety igh is /long i/ in high igh is /long i/ in height y is /long i/ in my uy is /long i/ in buy	o_e o_e is /long o/ in note o_e is /long o/ in most & veto o_e is /long o/ in boat o_e is /long o/ in soul oo is /long o/ in how ough is /long o/ through	u_e u_e is /long u/ in mule u_e is /short oo/ in flute	-ye ye is /long i/ in bye or eye y is also /long i/ in my
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ai ai is commonly /long a/ in rain ai is /short e/ in said	ay ay is commonly /long a/ in day ay usually makes the /long a/ sound at the end of a base word as in the compound word payday	aw aw is /aw/ in law	au au is /aw/ in fraud	al al is /aw/ in walk	aigh aigh is /aw/ in taught aigh is /aw/ + /j/ in laugh	ough ough is /aw/ in taught ough is /aw/ + /j/ in laugh
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air air is /air/ in air air is /air/ in dollar air is /air/ in arena	are are is /ar/ in care are is /ar/ in rare	air air is /air/ as in chair whereas, air is commonly /long a/ in rain	ee ee is /long e/ in meet ee is /long e/ in the e_e is /long e/ in eve ea is /long e/ in each ee is /long e/ in receive ee is /long e/ in believe e_e is /long e/ in picnic	ea ea is /long a/ in steak ea is /short e/ in bread ea is /long e/ in seat	ei ei is /long a/ in vein ei is /long e/ in receive ei is /long e/ in fleety	ey ey is /long e/ in key ey is /long a/ in they
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eigh eigh is /long e/ in eight eigh is /long i/ in height	ew ew is /long u/ in new e_w is /long u/ in few the two sounds /u/ and /ew/ - sound near identical if not exactly the same	er er is /er/ in father er is /er/ in dollar er is /er/ in blue er is /er/ in girl er is /er/ in work er is /er/ in learn yr is /er/ in syrup	ear ear is /ear/ in fear ear is /air/ in rare ear is /er/ in heart ear is /er/ in learn	eer eer is /ear/ in peer eer is /ear/ in fear eer is /er/ in tier	ie ie is /short a/ in friend ie is /long i/ in believe ie is /long i/ in pie	igh igh is /long i/ in high i_e is /long i/ in bite i_e is /long i/ in bicycle ie is /long i/ in fleety eigh is /long i/ in height y is /long i/ in my uy is /long i/ in buy
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ir ir is /er/ in girl er is /er/ in father er is /er/ in dollar er is /er/ in blue er is /er/ in girl er is /er/ in work er is /er/ in learn yr is /er/ in syrup	ier ier is /ear/ in tier ear is /ear/ in fear eer is /ear/ in peer	oa oa is /long o/ in boat oar is /oar/ in oar oar is /oar/ in oar o_e is /long o/ in note oe is /long o/ in toe ow is /long o/ in how	oe oe is /long o/ in toe o_e is /long o/ in most & veto o_e is /long o/ in boat oe is /long o/ in soul ow is /long o/ in how ough is /long o/ through	oo oo /short oo/ in cook oo /short oo/ in boat oo /short oo/ in would	ou ou is /long o/ in soul ou is /long oo/ in soup ou is /short oo/ in touch ou is /long oo/ in touch ou is /short oo/ in touch ou is /ow/ in out	oul oul is /short oo/ in would ou is /long oo/ in soul ou is /long oo/ in soup ou is /short oo/ in touch ou is /ow/ in out
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ough ough /long o/ through ough /long oo/ through ough is /aw/ in fought ough is /aw/ in drought ough is /short oo/ in /r/ough	ow ow is /long o/ in grow ow is /ow/ in cow	oy oy is /oi/ in boy oy is /oi/ in soil oy is /oi/ in soil	oi oi is /oi/ in soil	or or is /er/ in for or is /er/ in work ore is /er/ in more	oor oor is /er/ in more ore is /er/ in more oor is /er/ in more oor is /er/ in more oor is /er/ in more
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oar oar is /oar/ in oar ore is /er/ in for ore is /er/ in four ore is /er/ in more	our our is /oar/ in four our is /oar/ in four ore is /er/ in more	ui ui is /long u/ or /long oo/ in suit and fruit the two sounds /u/ and /ui/ - sound near identical if not exactly the same	ue ue is /long i/ in blue the two sounds /u/ and /ue/ - sound near identical if not exactly the same	-uy -uy is /long i/ in buy y is also /long i/ in my ye is also /long i/ in bye or eye	ur ur is /er/ in turn ur is /er/ in Uranus er is /er/ in father er is /er/ in dollar ur is /er/ in blue ir is /er/ in girl er is /er/ in learn yr is /er/ in syrup	-ure -ure is /yur/ in pure, sure and cure The phoneme could be /long u/ + /r/, but there seems to be a unique /j/ and controlled-r sound
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A Couple Recommended Readings

Beck, I. & Beck, M. (2013). Making sense of phonics: the hows and whys. New York: Guilford Press.

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.

For further readings visit:

<https://www.theliteracybug.com/phonics-spelling-and-morphology/>

Word Construction

The beginnings of orthographic development



b b is /b/ as in bed baby bb is /b/ as in bubbly bh is /b/ as in Bhutan (uncommon) bt is /t/ in doubt mb is /m/ in thumb	c c is /k/ in cat e is /s/ in circle or bicycle C softens to /ʃ/ when followed by E, I or Y. Otherwise, C says /k/. Likewise, sc is /s/ in scent sc is /s/ + /k/ in scare	d d is /d/ as in dog dd is /d/ as in daddy -ed is /d/ as in moved -ed is /t/ as in jumped	f f is /f/ as in fun f is /v/ in of (this is irregular) ff is /f/ as in stuffy If is /f/ as in calf ph is /f/ as in phone -gh is /f/ as in laugh
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g g is /g/ as in game g is /j/ as in gem gg is /g/ as in giggle gh- is /g/ as in ghost gu- is /g/ as in guide -gh is /f/ in tough G softens to /j/ if followed by E, I or Y. If not, G is /g/	h h is /h/ in hole wh are /h/ in whole h is often combined in a number of consonant sounds, as a silent letter - as in ghost - or to represent a digraph sound - as in phone or laugh	j j is only /j/ as in jar 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 k is /k/ in kite -ck is /k/ in back k is silent in know, knight, and knot c ch & -que can also make the /k/ sound
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l l is /l/ in little ll is /l/ in silly -le is /l/ in simple If is /f/ in calf and half al is /aw/ in walk oul is /short oo/ in would	m m is /m/ in milk mm is /m/ in summer mb is /m/ in thumb -mn is /m/ in autumn m is always /m/, except in the rare mn- is /n/ in mnemonic	n n is /n/ in now n is /ng/ in think nn is /n/ in sunny kn is /n/ in know gn is /n/ in gnat pn is /n/ in pneumonia mn is /m/ in autumn -ng is /ng/ in sing	p p is /p/ in pie pp is /p/ in puppy ph is /f/ in phone p is silent in pn-, pt-, and ps-
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qu- qu- is /kw/ as in quick whereas, -que is /k/ as in cheque q is always accompanied by the "u" and so "u" is not considered a vowel in this case.	r r is /r/ in rain rr is /r/ in hurry wr is /r/ in write rh is /r/ in rhyme r is always /r/ and r appears in controlled-vowels as in far	s s is /s/ in snake s is /sh/ in sure s is /z/ in is se is /s/ in scent -se is /s/ in mouse ss is /s/ in messy ps is /s/ in psychiatry ss is /sh/ in pressure -se is /z/ in choose -ce are /s/ in cease & peace	t t is /t/ in talk t is /ch/ in future -bt is /t/ in doubt It is /t/ in little ti- is /sh/ in nation ti- is /j + /long i/ in title pt is /t/ in pterodactyl
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v v is /v/ in van -ve is /v/ in have f is /v/ in of (this is irregular) English words do not end in "v", which is why there is the "ve" form	w w is /w/ in water wh are /w/ in whale wh is /hw/ in while wh is /h/ in whole wr is /r/ in write	x x is /ks/ in fox or ox yet x is /z/ in xylophone (this is irregular)	y (as a consonant) y is /j/ as in yellow when a consonant, i also makes the /j/ sound in onion y often appears in vowel sounds, which appear on a separate card
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z z is /z/ in zoo zz is /z/ in fuzzy -ze is /z/ in snooze x is /z/ in xylophone s is /z/ in is -se is /z/ in choose	ch ch is /ch/ in cheese ch is /k/ in chord ch is /sh/ in chef t is /ch/ in future tch is /ch/ in catch -tch is used after a single vowel that does NOT say its name	sh sh- is /sh/ in ship, share, 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 chef	th th is /th/ in this, the th is always /th/, except in the rare th is /t/ in thyme there are voiced/unvoiced forms of /th/
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-ack /ă/ + /k/	-ake /ā/ + /k/	-an /ă/ + /n/	-ane /ā/ + /n/	-ain /ā/ + /n/	-ale /ă/ + /l/	-ail /ā/ + /l/	-at /ă/ + /t/
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-ate /ā/ + /t/	-ame /ā/ + /m/	-ap /ă/ + /p/	-ape /ā/ + /p/	-ash /ă/ + /sh/	-ank /ā/ + /n/ + /k/	-ag /ă/ + /g/	-aw /aw/
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-ay /ā/	-eat /ē/ + /t/	-est /ē/ + /s/ + /t/	-ell /ē/ + /l/	-ed /ē/ + /d/	-en /ē/ + /n/	-ill /ī/ + /l/	-ick /ī/ + /k/
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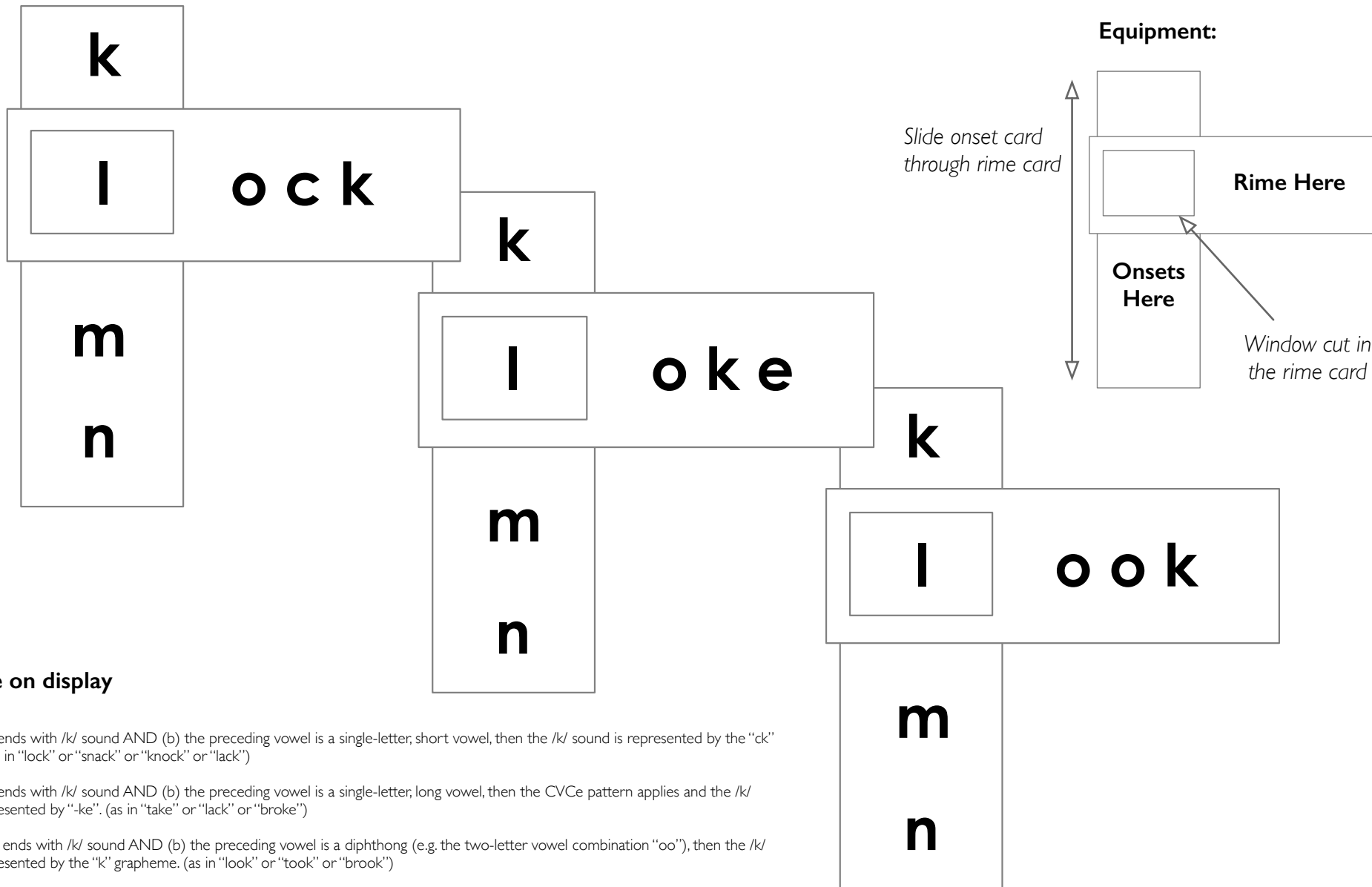
-ice /ī/ + /s/	-it /ī/ + /t/	-ight /ī/ + /t/	-ite /ī/ + /t/	-ip /ī/ + /p/	-ig /ī/ + /g/	-in /ī/ + /n/	-ine /ī/ + /n/
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-ink /ī/ + /n/ + /k/	-ide /ī/ + /d/	-ock /ō/ + /k/	-oke /ō/ + /m/	-ot /ō/ + /t/	-oat /ō/ + /t/	-oom /ō/ + /m/	-ook /ō/ + /k/
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-ore /or/	-og /ō/ + /n/	-op /ō/ + /p/	-unk /ŭ/ + /n/ + /k/	-ump /ŭ/ + /m/ + /p/	-ut /ŭ/ + /t/	-ug /ŭ/ + /g/	-un /ŭ/ + /n/
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Sample Activity: Applying Onset-Rime Patterns



NB: rule on display

If a word (a) ends with /k/ sound AND (b) the preceding vowel is a single-letter, short vowel, then the /k/ sound is represented by the "ck" grapheme (as in "lock" or "snack" or "knock" or "lack")

If a word (a) ends with /k/ sound AND (b) the preceding vowel is a single-letter, long vowel, then the CVCe pattern applies and the /k/ sound is represented by "-ke". (as in "take" or "lack" or "broke")

If a words (a) ends with /k/ sound AND (b) the preceding vowel is a diphthong (e.g. the two-letter vowel combination "oo"), then the /k/ sound is represented by the "k" grapheme. (as in "look" or "took" or "brook")

We learn about word patterns



m s
a n
t i p

CVC words

pin mat

sap sip

short vowel

CVCe words

pin → pine

mat → mate

short vowel

long vowel

ay
ee
ea
oi
ie

CVVC words

day boil

tree

bread

friend

Multisyllabic words

hotdog before

bottle helicopter

banana



Extending into Orthographic Development

Emergent (3 to 5 yrs old)

A - Z)))

)))
CAT

)))
/K/

)))
/A/

)))
/T/

Concept of Word

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)

C

V

C

Spell it how it sounds
The single-syllable, CVC form is the easiest way for learners to master consonant 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)

C

V

C

e

C

V

V

C

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)

-s,
-es

-ed

-ing

-ly

2-3 ...

syllable words

ə
schwa

Spell by rule & dictionary aids
By this stage, learners 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 *alone* and *confident*. Learners will need to turn to other tools to disambiguate these unclear vowel sounds.

Derivational (11 years & older)

prefixes

suffixes

bases

roots

Build

WORDS

↑
from

→
from

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?

Simple Assessment: Specific Phonics Assessment

Provides a way to pinpoint the single-syllable patterns that a learner has mastered through series of word lists.

APPENDIX 2

Specific Phonics Assessments Administration and Scoring Guidelines

Administration

When a student has completed the word lists in a sequence and has had opportunities to read text that includes the phonics elements to be tested, the appropriate SPA should be administered on a one-to-one basis. For each SPA there is a Teacher Page for scoring and summarizing. The Student Page follows the Teacher Page. Students can read the words from either the Student Page in this appendix or from the computer screen on this book's website: www.guilford.com/p/beck10.

1. Ask the student to read the real words aloud. You may want to give the student a guide, such as an index card. Mark the errors on the Teacher Page by drawing a slash through incorrect letters and writing what the student said. Say something like:

"Read these words to me. Take your time and be careful. You can read the whole word together as a word. Or you can read each sound by itself."

2. Move on to the nonsense words. Try the following script or something similar:

"Now, it's time to read these words. We call these words nonsense words. They are not real words. They don't mean anything, but you can still read them. Read exactly what you see. Don't change anything. It is OK to sound out if you need to. [Point to the first example word.] I'll read this nonsense word: *mag*. The word is *mag*. The sounds are /m/ /a/ /g/. [Point to *ket*.] Now you read this nonsense word." If the student reads *ket* incorrectly, you read *ket* one more time.

When the student is comfortable with reading nonsense words, the directions under (2) can be omitted or summarized.

3. Say: "Now it's time for you to read this list of nonsense words. Point to each word as you read it." Continue having the student read the nonsense words and mark the Teacher Page just as you did for the real words.

Scoring

1. If the student reads a word incorrectly but reads the target phonic element being assessed correctly, IT IS MARKED CORRECT. For example, in SPA-A and SPA-B, the

Teacher Page Specific Phonics Assessment A CVC /VC/ Short Vowels (a, i, o)

	# short vowels correct	% short vowels correct
1. Short Vowels Real		
sit hat lot pad fin	_____/9	_____%
rot fit sap log		
2. Short Vowels Nonsense		
kig wap lon pab nif gop	_____/12	_____%
pid rak poz hib jad rog		

Nonsense Short Vowel Recap

short a (wap, pab, rak, jad)	_____/4	_____%
short i (kig, nif, pid, hib)	_____/4	_____%
short o (lon, gop, poz, rog)	_____/4	_____%

Observations/Recommendations

Name: _____

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A Couple Recommended Readings

Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). *Words their way: word study for phonics, vocabulary, and spelling instruction* (5th edition). Essex: Pearson.

Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996). Procedures for word learning: Making discoveries about words. *The Reading Teacher*, 50(4). p. 312-327

For further readings visit:

<https://www.theliteracybug.com/phonics-spelling-and-morphology/>

High Frequency Words

The words children will see and write most often



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

a [lɒŋ ə / ɔː / ʃwɪə / ɔː / ʃɔːrt ə / ɪ] article: one Dolche: preprimer Fry's first hundred	about [ʌb ə / ʃwɪə / ɪ] [h / ɔːw / ɪ / ɪ] preposition Dolche: Third Grade Fry's first hundred	after [ʌftə / ɔː / ʃwɪə / ɪ] [h / ɔːw / ɪ / ɪ] adverb: later than Dolche: First Grade Fry's first hundred	again [əˈɡeɪn] [h / ɔːw / ɪ / ɪ] adverb: repeated Dolche: First Grade Fry's first hundred	all [ɔːl] [h / ɔːw / ɪ / ɪ] adjective: every Dolche: Primer Fry's first hundred	an /əˈn / article: singular Dolche: First Grade Fry's first hundred	and /əˈn d / conjunction Dolche: preprimer Fry's first hundred	any [ˈni / ɪ / ɪ] [h / ɔːw / ɪ / ɪ] pronoun Dolche: First Grade Fry's first hundred	are /ɑː / verb: to be (plural/impersonal) Dolche: First Grade Fry's first hundred	as /əˈz / adverb, conjunction, preposition Dolche: Primer Fry's first hundred	at /ət / preposition Dolche: Primer Fry's first hundred	be /bi / ɔːw / ɪ / ɪ verb: to be Dolche: Primer Fry's first hundred
been /biːn / auxiliary verb Dolche: Second Grade Fry's first hundred	before [bɪˈfɔː / ɔːw / ɪ / ɪ] [h / ɔːw / ɪ / ɪ] preposition, adverb, conjunction Dolche: Second Grade Fry's first hundred	blue /bluː / adjective: colour Dolche: preprimer Fry's first hundred (extended)	boy /bɔɪ / noun: male child Dolche: First Grade Fry's first hundred	bug /bʌg / noun, verb: insect or to annoy Dolche: preprimer Fry's first hundred - additional	but /bʌt / conjunction Dolche: First Grade Fry's first hundred	by /baɪ / preposition Dolche: First Grade Fry's first hundred	can /kæn / noun: container verb: able Dolche: preprimer Fry's first hundred	chin /tʃɪn / noun: bone below the mouth Dolche: preprimer Fry's first hundred - additional	come /kʌm / verb: arrive Dolche: preprimer Fry's first hundred	day /deɪ / noun: one cycle of the sun Dolche: First Grade Fry's first hundred	did /dɪd / verb: to do (past tense) Dolche: Primer Fry's first hundred
do /duː / verb Dolche: Primer Fry's first hundred	down /daʊn / preposition: below or lower Dolche: preprimer Fry's first hundred	eat /iːt / verb: to consume Dolche: Primer Fry's first hundred	for /fɔː / preposition Dolche: preprimer Fry's first hundred	from /frɒm / preposition Dolche: First Grade Fry's first hundred	fun /fʌn / adjective: amusing Dolche: preprimer Fry's first hundred - additional	get /ɡet / verb: to acquire Dolche: Primer Fry's first hundred	give /ɡɪv / verb, noun: to offer, an offering Dolche: First Grade Fry's first hundred	go /ɡoʊ / verb: to move, travel Dolche: preprimer Fry's first hundred	good /ɡʊd / adjective: favourable Dolche: Primer Fry's first hundred	grin /ɡrɪn / verb, noun: smile Dolche: First Grade Fry's first hundred - additional	had /həd / verb, auxiliary verb: to possess Dolche: First Grade Fry's first hundred
has /həz / verb, auxiliary verb: to possess Dolche: First Grade Fry's first hundred	have /həv / verb or auxiliary verb Dolche: Primer Fry's first hundred	he /hiː / pronoun Dolche: Primer Fry's first hundred	her /hɜː / possessive pronoun (female) Dolche: First Grade Fry's first hundred	here /hɪə / adverb: location, close Dolche: preprimer Fry's first hundred	him /hɪm / indirect pronoun Dolche: First Grade Fry's first hundred	his /hɪz / possessive pronoun (male) Dolche: First Grade Fry's first hundred	hop /hɒp / verb: to jump up and down Dolche: preprimer Fry's first hundred - additional	how /haʊ / adverb, interrogative pronoun Dolche: First Grade Fry's first hundred	I /aɪ / pronoun: singular, personal Dolche: preprimer Fry's first hundred	if /ɪf / conjunction: conditional Dolche: Third Grade Fry's first hundred	in /ɪn / preposition Dolche: preprimer Fry's first hundred
is /ɪz / verb: to be Dolche: preprimer Fry's first hundred	it /ɪt / pronoun: singular, impersonal Dolche: preprimer Fry's first hundred	its /ɪts / pronoun (possessive) Dolche: Second Grade	just /dʒʌst / adjective: barely or fair Dolche: First Grade Fry's first hundred	know /nəʊ / verb: to remember information Dolche: First Grade Fry's first hundred	like /laɪk / verb, preposition, adjective, adverb Dolche: Primer Fry's first hundred	little /lɪtəl / adjective: small Dolche: preprimer Fry's first hundred	long /lɒŋ / adjective: of great length Dolche: Third Grade Fry's first hundred	make /meɪk / verb: to create Dolche: preprimer Fry's first hundred	man /mæn / noun: adult male Dolche: preprimer Fry's first hundred	many /ˈmeni / adjective: lots of Dolche: Second Grade Fry's first hundred	map /mæp / verb, noun: chart an area Dolche: preprimer Fry's first hundred - additional
me /miː / pronoun: singular, personal Dolche: preprimer Fry's first hundred	much /mʌtʃ / adverb, adjective Dolche: Third Grade Fry's first hundred	my /maɪ / pronoun: personal, possessive Dolche: preprimer Fry's first hundred	neck /nek / noun: between head and shoulders Dolche: preprimer Fry's first hundred - additional	new /njuː / adjective Dolche: Primer Fry's first hundred	no /noʊ / exclamation Dolche: Primer Fry's first hundred	not /nɒt / adverb Dolche: preprimer Fry's first hundred	of /ɒv / preposition Dolche: First Grade Fry's first hundred	old /əʊld / adjective: not young Dolche: First Grade Fry's first hundred	on /ɒn / preposition Dolche: Primer Fry's first hundred	one /wʌn / number Dolche: preprimer Fry's first hundred	or /ɔː / conjunction Dolche: Second Grade Fry's first hundred
other [ʌðə / ɔː / ʃwɪə / ɪ] adjective: not this one Fry's first hundred	our /aʊə / possessive pronoun Dolche: Primer Fry's first hundred	out /aʊt / preposition, adverb Dolche: Primer Fry's first hundred	pull /pʊl / verb: to move an object toward one Dolche: Second Grade	put /pʊt / verb: to place Dolche: First Grade Fry's first hundred	quit /kwɪt / verb: to stop, refuse to continue Dolche: preprimer Fry's first hundred - additional	rock /rɒk / verb, noun: move back/forth, hard object Dolche: preprimer Fry's first hundred - additional	sad /səd / adjective: unhappy Dolche: preprimer Fry's first hundred - additional	said /seɪd / verb: to speak (past tense) Dolche: preprimer Fry's first hundred	see /siː / verb: to look (with eyes) Dolche: preprimer Fry's first hundred	she /ʃiː / pronoun: female Dolche: Primer Fry's first hundred	so /soʊ / conjunction, adjective, adverb Dolche: Primer Fry's first hundred
sock /sɒk / noun: sleeve for foot Dolche: preprimer Fry's first hundred - additional	some /sʌm / adjective Dolche: First Grade Fry's first hundred	sun /sʌn / noun, verb: start at the centre of our universe Dolche: preprimer Fry's first hundred - additional	take /teɪk / verb: to collect Dolche: First Grade Fry's first hundred	that /ðət / relative pronoun Dolche: Primer Fry's first hundred	the /ðiː / article Dolche: preprimer Fry's first hundred	their /ðeɪə / pronoun: possessive Dolche: Second Grade Fry's first hundred	them /ðəm / pronoun: plural, object Dolche: First Grade Fry's first hundred	then /ðen / temporal adverb Dolche: First Grade Fry's first hundred	there /ðɛə / adverb Dolche: Primer Fry's first hundred	they /ðeɪ / pronoun: plural, impersonal Dolche: Primer Fry's first hundred	thin /θɪn / adjective: slender Dolche: preprimer Fry's first hundred - additional
this /ðɪz / pronoun Dolche: preprimer Fry's first hundred	three /θriː / number Dolche: preprimer Fry's first hundred	to /tuː / preposition Dolche: preprimer Fry's first hundred	top /tɒp / verb, noun: highest point Dolche: preprimer Fry's first hundred - additional	two /tuː / number Dolche: preprimer Fry's first hundred	up /ʌp / preposition Dolche: preprimer Fry's first hundred	us /ʌs / pronoun (collective personal) Dolche: Second Grade Fry's first hundred	very /vɛəri / adverb: of significance Dolche: Second Grade Fry's first hundred	was /wəz / verb: to be (past tense) Dolche: preprimer Fry's first hundred	we /wiː / pronoun: personal, collective Dolche: preprimer Fry's first hundred	well /wel / adverb, noun: good; source of (water) Dolche: Primer	went /wɛnt / verb: to go (past tense) Dolche: Primer
were /wɛə / verb: to be (past tense) Dolche: First Grade Fry's first hundred	what /wɒt / interrogative pronoun Dolche: First Grade Fry's first hundred	when /wɛn / adverb, conjunction, relative adverb Dolche: First Grade Fry's first hundred	which /wɪtʃ / interrogative, relative pronoun Dolche: Second Grade Fry's first hundred	who /huː / relative/interrogative pronoun Dolche: Primer Fry's first hundred	will /wɪl / modal verb, noun Dolche: Primer Fry's first hundred - additional	win /wɪn / verb, noun: victorious Dolche: preprimer Fry's first hundred - additional	with /wɪθ / preposition Dolche: Primer Fry's first hundred	work /wɜːk / verb, noun: to put effort in Dolche: Second Grade Fry's first hundred	would /wʊd / modal verb Dolche: Second Grade Fry's first hundred	you /juː / pronoun: impersonal Dolche: preprimer Fry's first hundred	your /jɔː / possessive pronoun Dolche: Second Grade Fry's first hundred

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

<p>also ^(F2)</p> <p>[/aw/ + /s/][/n/ + /lɒŋ ə/]</p> <p>adverb: in addition to Fry's second hundred</p>	<p>am ^(F2)</p> <p>/short ə/ + /m/</p> <p>verb: to be (singular personal) Dolche: Primer Fry's second hundred</p>	<p>another ^(F2)</p> <p>[/schwa/][/n/ + /schwa/][/lθ/ + /ɚ/]</p> <p>pronoun: additional one Fry's second hundred</p>	<p>away ^(F2)</p> <p>[/schwa/][/w/ + /lɒŋ ə/]</p> <p>adjective: leave or not here Dolche: prepriemer Fry's second hundred</p>	<p>back ^(F2)</p> <p>/b/ + /short ə/ + /k/</p> <p>verb, noun, adjective: behind, reverse Fry's second hundred</p>	<p>ball ^(F2)</p> <p>/b/ + /w/ + /l/</p> <p>noun: round object (often bouncy) Fry's second hundred</p>	<p>because ^(F2)</p> <p>[/h/ + /lɒŋ e/][/k/ + /schwa/ + /s/]</p> <p>conjunction: causation Dolche: Second Grade Fry's second hundred</p>	<p>best ^(F2)</p> <p>/b/ + /short e/ + /s/ + /t/</p> <p>adjective: better than Dolche: Second Grade Fry's second hundred</p>	<p>better ^(F2)</p> <p>[/b/ + /short e/][/t/ + /ɚ/]</p> <p>adjective, verb: improve, good Dolche: Third Grade Fry's second hundred</p>	<p>big ^(F2)</p> <p>/b/ + /short i/ + /g/</p> <p>adjective: large Dolche: prepriemer Fry's second hundred</p>	<p>black ^(F2)</p> <p>/b/ + /l/ + /short ə/ + /k/</p> <p>colour Dolche: Primer Fry's second hundred</p>	<p>book ^(F2)</p> <p>/b/ + /short oo/ + /k/</p> <p>verb, noun: bound reading material Fry's second hundred</p>
<p>both ^(F2)</p> <p>/b/ + /lɒŋ ə/ + /b/</p> <p>pronoun Dolche: Second Grade Fry's second hundred</p>	<p>box ^(F2)</p> <p>/b/ + /short ə/ + /ks/</p> <p>verb, noun: square or rectangular vessel Fry's second hundred</p>	<p>break ^(F2)</p> <p>/b/ + /ɚ/ + /lɒŋ ə/ + /k/</p> <p>verb, noun: (to) fracture vessel Fry's second hundred - additional</p>	<p>bring ^(F2)</p> <p>/b/ + /ɚ/ + /short i/ + /ŋ/</p> <p>verb: to carry to you Dolche: Third Grade Fry's second hundred</p>	<p>call ^(F2)</p> <p>/k/ + /w/ + /l/</p> <p>verb, noun: to speak out, request Dolche: Second Grade Fry's second hundred</p>	<p>came ^(F2)</p> <p>/k/ + /lɒŋ ə/ + /m/</p> <p>verb: to arrive Dolche: First Grade Fry's second hundred</p>	<p>colour ^(F2)</p> <p>[/k/ + /schwa/][/l/ + /ɚ/]</p> <p>noun, verb: (to add) a shade or hue Fry's second hundred</p>	<p>could ^(F2)</p> <p>/k/ + /short oo/ + /d/</p> <p>verb: able Dolche: First Grade Fry's second hundred</p>	<p>dear ^(F2)</p> <p>/d/ + /ɪər/</p> <p>adjective, noun: lovely (one) Fry's second hundred</p>	<p>done ^(F2)</p> <p>/d/ + /short u/ + /n/</p> <p>adjective: completed Dolche: Third Grade</p>	<p>draw ^(F2)</p> <p>/d/ + /ɚ/ + /w/</p> <p>verb: to sketch Dolche: Third Grade</p>	<p>drink ^(F2)</p> <p>/d/ + /ɚ/ + /short i/ + /n/ + /k/</p> <p>verb, noun: to imbibe liquid Dolche: Third Grade</p>
<p>each ^(F2)</p> <p>/lɒŋ e/ + /tʃ/</p> <p>pronoun Fry's second hundred</p>	<p>ear ^(F2)</p> <p>/ɪər/</p> <p>noun: used to hear Fry's second hundred</p>	<p>end ^(F2)</p> <p>/short e/ + /n/ + /d/</p> <p>noun, verb: to complete; completion Fry's second hundred</p>	<p>far ^(F2)</p> <p>/f/ + /ɜr/</p> <p>adjective, adverb: at a distance Dolche: Third Grade Fry's second hundred</p>	<p>find ^(F2)</p> <p>/f/ + /lɒŋ i/ + /n/ + /d/</p> <p>verb: to locate Dolche: prepriemer Fry's second hundred</p>	<p>first ^(F2)</p> <p>/f/ + /ɚ/ + /s/ + /t/</p> <p>adjective, adverb: one in order Dolche: Second Grade Fry's second hundred</p>	<p>five ^(F2)</p> <p>/f/ + /lɒŋ i/ + /v/</p> <p>number Dolche: Second Grade Fry's second hundred</p>	<p>found ^(F2)</p> <p>/f/ + /w/ + /n/ + /d/</p> <p>verb, adjective: to find (past tense) Dolche: Second Grade Fry's second hundred</p>	<p>four ^(F2)</p> <p>/f/ + /ɔr/</p> <p>number Dolche: Primer Fry's second hundred</p>	<p>friend ^(F2)</p> <p>/f/ + /ɚ/ + /short e/ + /n/ + /d/</p> <p>noun: a confidant Fry's second hundred</p>	<p>girl ^(F2)</p> <p>/g/ + /ɚ/ + /l/</p> <p>noun: female (young) Fry's second hundred</p>	<p>going ^(F2)</p> <p>[/g/ + /lɒŋ ə/][/l/ + /short i/ + /ŋ/]</p> <p>verb, gerund: to move toward Dolche: First Grade</p>
<p>got ^(F2)</p> <p>/g/ + /short ə/ + /t/</p> <p>verb Dolche: Third Grade Fry's second hundred</p>	<p>great ^(F2)</p> <p>/g/ + /ɚ/ + /lɒŋ ə/ + /t/</p> <p>adjective: really good Fry's second hundred - additional</p>	<p>greet ^(F2)</p> <p>/g/ + /ɚ/ + /lɒŋ e/ + /t/</p> <p>verb: to introduce oneself, say hello Fry's second hundred - additional</p>	<p>hand ^(F2)</p> <p>/h/ + /short ə/ + /n/ + /d/</p> <p>noun, verb: human use to grip; found at the end of the arms Fry's second hundred</p>	<p>high ^(F2)</p> <p>/h/ + /lɒŋ i/</p> <p>adjective: up, tall and/or in the air Fry's second hundred</p>	<p>home ^(F2)</p> <p>/h/ + /lɒŋ ə/ + /m/</p> <p>noun: place of residence Fry's second hundred</p>	<p>house ^(F2)</p> <p>/h/ + /w/ + /s/</p> <p>noun: place of residence Fry's second hundred</p>	<p>hurt ^(F2)</p> <p>/h/ + /ɚ/ + /t/</p> <p>verb, noun, adjective: damage/pain Dolche: Third Grade</p>	<p>into ^(F2)</p> <p>[/short i/ + /n/][/l/ + /lɒŋ ə/]</p> <p>preposition Dolche: Primer Fry's second hundred</p>	<p>kick ^(F2)</p> <p>/k/ + /short i/ + /k/</p> <p>noun, verb: to hit with the foot Fry's second hundred - additional</p>	<p>kind ^(F2)</p> <p>/k/ + /lɒŋ i/ + /n/ + /d/</p> <p>adjective: nice Dolche: Third Grade Fry's second hundred</p>	<p>last ^(F2)</p> <p>/l/ + /short ə/ + /s/ + /t/</p> <p>verb, adjective: ultimate one; final in series Fry's second hundred</p>
<p>laugh ^(F2)</p> <p>/l/ + /short ə/ + /f/</p> <p>verb, noun: sign of amusement Dolche: Third Grade</p>	<p>leave ^(F2)</p> <p>/l/ + /lɒŋ e/ + /v/</p> <p>noun: to go away, depart Fry's second hundred</p>	<p>left ^(F2)</p> <p>/l/ + /short e/ + /f/ + /t/</p> <p>adjective, verb: not right or to leave (past tense) Fry's second hundred</p>	<p>let ^(F2)</p> <p>/l/ + /short e/ + /t/</p> <p>verb: to allow, permit Dolche: First Grade Fry's second hundred</p>	<p>light ^(F2)</p> <p>/l/ + /lɒŋ i/ + /t/</p> <p>verb, noun: to illuminate Dolche: Third Grade</p>	<p>live ^(F2)</p> <p>/l/ + /short i/ + /v/ or /l/ + /lɒŋ i/ + /v/ or</p> <p>verb, adjective: vibrant, existing Dolche: First Grade Fry's second hundred</p>	<p>lock ^(F2)</p> <p>/l/ + /short ə/ + /k/</p> <p>verb: to close securely Fry's second hundred - additional</p>	<p>look ^(F2)</p> <p>/l/ + /short oo/ + /k/</p> <p>verb, noun: to see, appearance Dolche: prepriemer Fry's second hundred</p>	<p>made ^(F2)</p> <p>/m/ + /lɒŋ ə/ + /d/</p> <p>verb, adjective: to make (past tense) Dolche: Second Grade Fry's second hundred</p>	<p>may ^(F2)</p> <p>/m/ + /lɒŋ ə/</p> <p>modal verb Dolche: First Grade Fry's second hundred</p>	<p>men ^(F2)</p> <p>/m/ + /short e/ + /n/</p> <p>noun: males (group of males) Fry's second hundred</p>	<p>more ^(F2)</p> <p>/m/ + /ɔr/</p> <p>pronoun, adverb: at a larger amount Fry's second hundred</p>
<p>morning ^(F2)</p> <p>[/m/ + /ɔr/][/l/ + /short i/ + /ŋ/]</p> <p>noun: early part of the day Fry's second hundred</p>	<p>most ^(F2)</p> <p>/m/ + /lɒŋ ə/ + /s/ + /t/</p> <p>pronoun, adverb: the largest amount Fry's second hundred</p>	<p>mother ^(F2)</p> <p>[/m/ + /schwa/][/l/ + /ɚ/]</p> <p>noun, verb: female parent Fry's second hundred</p>	<p>must ^(F2)</p> <p>/m/ + /short ə/ + /s/ + /t/</p> <p>modal verb, noun Dolche: Primer Fry's second hundred</p>	<p>name ^(F2)</p> <p>/n/ + /lɒŋ ə/ + /m/</p> <p>noun, verb: to label (a label) Fry's second hundred</p>	<p>near ^(F2)</p> <p>/n/ + /ɪər/</p> <p>adjective: close by Fry's second hundred</p>	<p>never ^(F2)</p> <p>[/n/ + /short i/][/v/ + /ɚ/]</p> <p>adverb: not occurring (now or in past) Dolche: Third Grade Fry's second hundred</p>	<p>next ^(F2)</p> <p>/n/ + /short ə/ + /ks/ + /t/</p> <p>conjunction, adjective: the following item in a sequence Fry's second hundred</p>	<p>night ^(F2)</p> <p>/n/ + /lɒŋ i/ + /t/</p> <p>noun: the end of the day Fry's second hundred</p>	<p>only ^(F2)</p> <p>[/lɒŋ ə/ + /n/][/l/ + /lɒŋ e/]</p> <p>adjective: the one or unique item in a sequence Dolche: First Grade Fry's second hundred</p>	<p>open ^(F2)</p> <p>[/lɒŋ ə/][/p/ + /short e/ + /n/]</p> <p>verb, adjective: not closed Dolche: First Grade Fry's second hundred</p>	<p>over ^(F2)</p> <p>[/lɒŋ ə/][/v/ + /ɚ/]</p> <p>preposition Dolche: Third Grade Fry's second hundred</p>
<p>own ^(F2)</p> <p>[/lɒŋ ə/ + /n/]</p> <p>adjective, pronoun: possessive Dolche: Third Grade Fry's second hundred</p>	<p>people ^(F2)</p> <p>[/p/ + /lɒŋ e/][/l/ + /schwa/ + /z/]</p> <p>noun: human beings Fry's second hundred</p>	<p>pick ^(F2)</p> <p>/p/ + /short i/ + /k/</p> <p>verb, noun: to point or pointed item Dolche: Third Grade</p>	<p>play ^(F2)</p> <p>/p/ + /l/ + /lɒŋ ə/</p> <p>verb, noun: to enjoy and/or perform Dolche: prepriemer Fry's second hundred</p>	<p>please ^(F2)</p> <p>/p/ + /l/ + /lɒŋ e/ + /z/</p> <p>verb, adverb Dolche: Primer Fry's second hundred</p>	<p>present ^(F2)</p> <p>[/p/ + /ɚ/ + /short e/][/l/ + /short e/ + /n/ + /t/] or [/p/ + /ɚ/ + /lɒŋ e/][/l/ + /short e/ + /n/ + /t/]</p> <p>noun, verb: gift or to demonstrate Fry's second hundred</p>	<p>pretty ^(F2)</p> <p>[/p/ + /ɚ/ + /schwa/][/l/ + /lɒŋ e/]</p> <p>adjective: attractive Dolche: Primer Fry's second hundred</p>	<p>ran ^(F2)</p> <p>/r/ + /short ə/ + /n/</p> <p>verb: to run (past tense) Dolche: Primer Fry's second hundred</p>	<p>read ^(F2)</p> <p>/r/ + /short e/ + /d/ or /r/ + /lɒŋ e/ + /d/ or</p> <p>verb: to extract language from print Dolche: Second Grade Fry's second hundred</p>	<p>red ^(F2)</p> <p>/r/ + /short e/ + /d/</p> <p>colour Dolche: prepriemer Fry's second hundred</p>	<p>right ^(F2)</p> <p>/r/ + /lɒŋ i/ + /t/</p> <p>adjective, noun: correct or not left Dolche: Second Grade Fry's second hundred</p>	<p>road ^(F2)</p> <p>/r/ + /lɒŋ ə/ + /d/</p> <p>noun: a wide path to travel on Fry's second hundred - additional</p>
<p>run ^(F2)</p> <p>/r/ + /short u/ + /n/</p> <p>verb: to move quickly Dolche: prepriemer Fry's second hundred</p>	<p>safe ^(F2)</p> <p>/s/ + /lɒŋ ə/ + /f/</p> <p>noun, verb, adjective: to keep secure and away from harm Fry's second hundred - additional</p>	<p>saw ^(F2)</p> <p>/s/ + /w/</p> <p>verb, noun: to see (past); sharp tool Dolche: Primer Fry's second hundred</p>	<p>say ^(F2)</p> <p>/s/ + /lɒŋ ə/</p> <p>verb: to speak Dolche: Primer Fry's second hundred</p>	<p>school ^(F2)</p> <p>/s/ + /k/ + /lɒŋ oo/ + /l/</p> <p>noun: a place for learning Fry's second hundred</p>	<p>seem ^(F2)</p> <p>/s/ + /lɒŋ e/ + /m/</p> <p>verb: to appear like Fry's second hundred</p>	<p>shall ^(F2)</p> <p>/ʃ/ + /short ə/ + /l/</p> <p>modal verb Dolche: Third Grade Fry's second hundred</p>	<p>should ^(F2)</p> <p>/ʃ/ + /short oo/ + /d/</p> <p>modal verb Fry's second hundred</p>	<p>sick ^(F2)</p> <p>/s/ + /short i/ + /k/</p> <p>noun, adjective: not feeling well, ill Fry's second hundred - additional</p>	<p>smile ^(F2)</p> <p>/s/ + /m/ + /lɒŋ i/ + /l/</p> <p>noun, verb: facial express when happy Fry's second hundred - additional</p>	<p>snack ^(F2)</p> <p>/s/ + /n/ + /short ə/ + /k/</p> <p>verb, noun: light meal Fry's second hundred - additional</p>	<p>snake ^(F2)</p> <p>/s/ + /n/ + /lɒŋ ə/ + /k/</p> <p>verb, noun: a cold-blood, scaly creature with no legs (slither) Fry's second hundred - additional</p>
<p>soon ^(F2)</p> <p>/s/ + /lɒŋ oo/ + /n/</p> <p>adverb: near in time Dolche: Primer Fry's second hundred</p>	<p>stand ^(F2)</p> <p>/s/ + /t/ + /short ə/ + /n/ + /d/</p> <p>noun, verb: to present upright and firm Fry's second hundred</p>	<p>such ^(F2)</p> <p>/s/ + /short u/ + /tʃ/</p> <p>pronoun, determiner Fry's second hundred</p>	<p>sure ^(F2)</p> <p>/ʃ/ + /ɪər/</p> <p>adjective: confident, certain Fry's second hundred</p>	<p>tell ^(F2)</p> <p>/t/ + /short e/ + /l/</p> <p>verb: to speak and inform Dolche: Second Grade Fry's second hundred</p>	<p>than ^(F2)</p> <p>/θ/ + /short ə/ + /n/</p> <p>conjunction, preposition Dolche: Second Grade Fry's second hundred</p>	<p>these ^(F2)</p> <p>/θ/ + /lɒŋ e/ + /z/</p> <p>pronoun (plural) Dolche: Second Grade Fry's second hundred</p>	<p>thing ^(F2)</p> <p>/θ/ + /short i/ + /ŋ/</p> <p>noun: an item, object Fry's second hundred</p>	<p>think ^(F2)</p> <p>/θ/ + /short i/ + /ŋ/ + /k/</p> <p>verb: to consider Dolche: First Grade Fry's second hundred</p>	<p>too ^(F2)</p> <p>/t/ + /lɒŋ oo/</p> <p>adverb Dolche: Primer Fry's second hundred</p>	<p>tree ^(F2)</p> <p>/t/ + /ɚ/ + /lɒŋ e/</p> <p>noun: a tall woody plant with leaves and seed pods (can flower) Fry's second hundred</p>	<p>under ^(F2)</p> <p>[/short u/ + /n/][/l/ + /ɚ/]</p> <p>preposition Dolche: Primer Fry's second hundred</p>
<p>until ^(F2)</p> <p>[/schwa/ + /n/][/l/ + /short i/ + /l/]</p> <p>preposition, conjunction Fry's second hundred</p>	<p>upon ^(F2)</p> <p>[/schwa/][/p/ + /short ə/ + /n/]</p> <p>preposition Dolche: Second Grade Fry's second hundred</p>	<p>use ^(F2)</p> <p>/lɒŋ u/ + /z/</p> <p>verb, noun: to utilise Dolche: Second Grade Fry's second hundred</p>	<p>want ^(F2)</p> <p>/w/ + /schwa/ + /n/ + /t/</p> <p>verb: to desire Dolche: Primer Fry's second hundred</p>	<p>way ^(F2)</p> <p>/w/ + /lɒŋ ə/</p> <p>noun: a path, route Fry's second hundred</p>	<p>week ^(F2)</p> <p>/w/ + /lɒŋ e/ + /k/</p> <p>noun: seven days Fry's second hundred - additional</p>	<p>where ^(F2)</p> <p>/w/ + /ɜr/</p> <p>adverb: position Dolche: prepriemer Fry's second hundred</p>	<p>while ^(F2)</p> <p>/w/ + /lɒŋ i/ + /l/</p> <p>conjunction, relative adverb: at the same time Fry's second hundred</p>	<p>white ^(F2)</p> <p>/w/ + /lɒŋ i/ + /t/</p> <p>colour Dolche: Primer Fry's second hundred</p>	<p>why ^(F2)</p> <p>/w/ + /lɒŋ i/</p> <p>interrogative, relative adverb Dolche: Second Grade Fry's second hundred</p>	<p>wish ^(F2)</p> <p>/w/ + /short i/ + /ʃ/</p> <p>verb, noun: a desire or hope Dolche: Second Grade Fry's second hundred</p>	<p>year ^(F2)</p> <p>/j/ + /ɪər/</p> <p>noun: duration of 12 months Fry's second hundred</p>

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

<p>along ^{PS}</p> <p><i>[ˈschwɑːl] [lʌ + /ɔw/ + /ŋg/]</i></p> <p>preposition</p> <p>Fry's third hundred</p>	<p>always ^{PS}</p> <p><i>[ˈɔw + /ɹɪ] [lʌ + /ɔŋg ə + /n/]</i></p> <p>adverb: occurring regularly</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>anything ^{PS}</p> <p><i>[ˌʃɔrt ə + /tɪ] [lʌ + /ɔŋg eɪ]</i></p> <p>pronoun</p> <p>Fry's third hundred</p>	<p>around ^{PS}</p> <p><i>[ˈschwɑːl] [rɪ + /ɔw/ + /ɔw + /ɔd/]</i></p> <p>adverb, preposition: in the area</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>ask ^{PS}</p> <p><i>/ʃɔrt ə + /s/ + /k/</i></p> <p>verb, noun: to question; or a question</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>	<p>ate ^{PS}</p> <p><i>/ɔŋg ə + /t/</i></p> <p>verb: past tense (eat)</p> <p>Dolche: Primer</p> <p>Fry's third hundred</p>	<p>bed ^{PS}</p> <p><i>/b/ + /ʃɔrt e + /d/</i></p> <p>noun: furniture to sleep on</p> <p>Fry's third hundred</p>	<p>brother ^{PS}</p> <p><i>[b/ + /r/ + /schwa] [lth/ + /er/]</i></p> <p>noun: male sibling</p> <p>Fry's third hundred - additional</p>	<p>brown ^{PS}</p> <p><i>/b/ + /r/ + /ɔw/ + /n/</i></p> <p>colour</p> <p>Dolche: Primer</p> <p>Fry's third hundred</p>	<p>buy ^{PS}</p> <p><i>/b/ + /ɔŋg/</i></p> <p>verb, noun: purchase</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>car ^{PS}</p> <p><i>/k/ + /æ/</i></p> <p>noun: a motor vehicle</p> <p>Fry's third hundred</p>	<p>carry ^{PS}</p> <p><i>[k/ + /ɹɪ] [lɔŋg eɪ]</i></p> <p>verb: to hold and bring to you</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>
<p>clean ^{PS}</p> <p><i>/k/ + /l/ + /ɔŋg eɪ + /n/</i></p> <p>verb, adjective: to remove dirt/mess</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>close ^{PS}</p> <p><i>/k/ + /l/ + /ɔŋg ə + /s/ or /k/ + /l/ + /ɔŋg ə + /s/</i></p> <p>verb, adjective: nearby or to shut</p> <p>Fry's third hundred</p>	<p>clothes ^{PS}</p> <p><i>/k/ + /l/ + /ɔŋg ə + /lth/ + /s/</i></p> <p>noun: attire</p> <p>Fry's third hundred</p>	<p>coat ^{PS}</p> <p><i>/k/ + /ɔŋg ə + /t/</i></p> <p>noun, verb: a heavy warm piece of clothing; jacket, to cover</p> <p>Fry's third hundred</p>	<p>cold ^{PS}</p> <p><i>/k/ + /ɔŋg ə + /l/ + /d/</i></p> <p>adjective: very cool</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>cut ^{PS}</p> <p><i>/k/ + /ʃɔrt u/ + /t/</i></p> <p>verb, noun: to slice</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>didn't ^{PS}</p> <p><i>[d/ + /ʃɔrt ɪ] [d/ + /n/ + /t/]</i></p> <p>verb: do not</p> <p>Fry's third hundred</p>	<p>does ^{PS}</p> <p><i>/d/ + /schwa/ + /s/</i></p> <p>verb: to do</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>dog ^{PS}</p> <p><i>/d/ + /ʃɔrt ə + /g/</i></p> <p>noun, verb: a canine creature</p> <p>Fry's third hundred</p>	<p>don't ^{PS}</p> <p><i>/d/ + /ɔŋg ə + /n/ + /t/</i></p> <p>verb: do not</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>door ^{PS}</p> <p><i>/d/ + /ɔ/</i></p> <p>noun: a hinged barrier to close off a room</p> <p>Fry's third hundred</p>	<p>dream ^{PS}</p> <p><i>/d/ + /r/ + /ɔŋg eɪ + /m/</i></p> <p>verb, noun: imagine (often whilst asleep)</p> <p>Fry's third hundred - additional</p>
<p>dress ^{PS}</p> <p><i>/d/ + /r/ + /ʃɔrt eɪ + /s/</i></p> <p>verb, noun: to put on clothes, a long skirted piece of attire</p> <p>Fry's third hundred</p>	<p>early ^{PS}</p> <p><i>[er] [l/ + /ɹ/]</i></p> <p>adjective, adverb: near the start of</p> <p>Fry's third hundred</p>	<p>eight ^{PS}</p> <p><i>/ɔŋg ə + /t/</i></p> <p>number</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>every ^{PS}</p> <p><i>[ʃɔrt eɪ] [l/ + /er/] [ɔŋg eɪ]</i></p> <p>adjective</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>	<p>eyes ^{PS}</p> <p><i>/ɔŋg/ + /s/</i></p> <p>noun: used to see, for vision</p> <p>Fry's third hundred</p>	<p>face ^{PS}</p> <p><i>/f/ + /ɔŋg ə + /s/</i></p> <p>noun, verb: front part of the head (with eyes, nose, mouth)</p> <p>Fry's third hundred</p>	<p>fall ^{PS}</p> <p><i>/f/ + /ɔw/ + /l/</i></p> <p>verb, noun: to decline or autumn</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>fast ^{PS}</p> <p><i>/f/ + /ʃɔrt ə + /s/ + /t/</i></p> <p>adjective: quickly</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>fat ^{PS}</p> <p><i>/f/ + /ʃɔrt ə + /t/</i></p> <p>adjective, noun: oily greasy substance, contributes to obesity</p> <p>Fry's third hundred</p>	<p>feet ^{PS}</p> <p><i>/f/ + /ɔŋg eɪ + /t/</i></p> <p>noun: humans walk on two of them (below the ankle)</p> <p>Fry's third hundred - additional</p>	<p>fine ^{PS}</p> <p><i>/f/ + /ɔŋg/ + /n/</i></p> <p>adjective, noun: slim, thin or a penalty incurring exchange of money</p> <p>Fry's third hundred</p>	<p>finger ^{PS}</p> <p><i>[f/ + /ʃɔrt ɪ + /n/] [f/ + /er/]</i></p> <p>noun: a human hand has five of these</p> <p>Fry's third hundred - additional</p>
<p>fire ^{PS}</p> <p><i>/f/ + /ɔŋg/ + /r/</i></p> <p>noun: heat caused by burning object, such as wood</p> <p>Fry's third hundred</p>	<p>food ^{PS}</p> <p><i>/f/ + /ɔŋg ə + /d/</i></p> <p>noun: edible substance</p> <p>Fry's third hundred</p>	<p>foot ^{PS}</p> <p><i>/f/ + /ɔrt ə + /t/</i></p> <p>noun: humans walk on (below the ankle)</p> <p>Fry's third hundred - additional</p>	<p>fruit ^{PS}</p> <p><i>/f/ + /r/ + /ɔŋg ə + /t/</i></p> <p>noun: organic food with seeds/often sweet as it stores sugar</p> <p>Fry's third hundred - additional</p>	<p>full ^{PS}</p> <p><i>/f/ + /ʃɔrt u/ + /l/</i></p> <p>adjective: "to the top"</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>funny ^{PS}</p> <p><i>[f/ + /ʃɔrt u/ + /l/ + /ɔŋg eɪ]</i></p> <p>adjective - humorous</p> <p>Dolche: prepriemer</p> <p>Fry's third hundred</p>	<p>fly ^{PS}</p> <p><i>/f/ + /l/ + /ɔŋg/</i></p> <p>verb, noun: to move through air</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>	<p>gave ^{PS}</p> <p><i>/g/ + /ɔŋg ə + /v/</i></p> <p>verb: to give (past tense)</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>goes ^{PS}</p> <p><i>/g/ + /ɔŋg ə + /s/</i></p> <p>verb: to go</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>green ^{PS}</p> <p><i>/g/ + /r/ + /ɔŋg eɪ + /n/</i></p> <p>colour</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>grow ^{PS}</p> <p><i>/g/ + /r/ + /ɔŋg ə + /t/</i></p> <p>verb: to mature; get bigger</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>hat ^{PS}</p> <p><i>/h/ + /ʃɔrt ə + /t/</i></p> <p>noun: object worn on the top of the head</p> <p>Fry's third hundred</p>
<p>happy ^{PS}</p> <p><i>[h/ + /ʃɔrt ə + /p/ + /ɔŋg eɪ]</i></p> <p>adjective: content, amused</p> <p>Fry's third hundred</p>	<p>hard ^{PS}</p> <p><i>/h/ + /æ/ + /d/</i></p> <p>adjective: firm, rock-like</p> <p>Fry's third hundred</p>	<p>head ^{PS}</p> <p><i>/h/ + /ʃɔrt eɪ + /d/</i></p> <p>noun: where the brain is located. Above the neck and shoulders</p> <p>Fry's third hundred</p>	<p>hear ^{PS}</p> <p><i>/h/ + /ɹ/</i></p> <p>verb: sensed by the ears</p> <p>Fry's third hundred</p>	<p>help ^{PS}</p> <p><i>/h/ + /ʃɔrt eɪ + /p/ + /p/</i></p> <p>verb, noun: assist</p> <p>Dolche: prepriemer</p> <p>Fry's third hundred</p>	<p>hold ^{PS}</p> <p><i>/h/ + /ɔrt ə + /l/ + /d/</i></p> <p>verb, noun: to contain, container</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>hope ^{PS}</p> <p><i>/h/ + /ɔŋg ə + /p/</i></p> <p>verb, noun: to desire, dream, wish to happen</p> <p>Fry's third hundred</p>	<p>hot ^{PS}</p> <p><i>/h/ + /ʃɔrt ə + /t/</i></p> <p>adjective: lots of heat</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>inside ^{PS}</p> <p><i>[ʃɔrt ɪ + /n/] [s/ + /ɔŋg ɪ + /d/]</i></p> <p>noun, adjective: the interior of</p> <p>Fry's third hundred - additional</p>	<p>jump ^{PS}</p> <p><i>[j/ + /ʃɔrt ə + /m/ + /p/]</i></p> <p>verb, noun: to leap</p> <p>Dolche: prepriemer</p> <p>Fry's third hundred</p>	<p>keep ^{PS}</p> <p><i>/k/ + /ɔŋg eɪ + /p/</i></p> <p>verb: to obtain; hold onto</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>letter ^{PS}</p> <p><i>[l/ + /ʃɔrt eɪ] [l/ + /er/]</i></p> <p>noun: a writer part of the alphabet, or a text addressed to someone</p> <p>Fry's third hundred</p>
<p>longer ^{PS}</p> <p><i>[l/ + /ʃɔrt ə + /ŋg/] [l/ + /er/]</i></p> <p>adjective: to be of greater length</p> <p>Fry's third hundred</p>	<p>love ^{PS}</p> <p><i>/l/ + /ʃɔrt u + /v/</i></p> <p>noun, verb: to have great affection for</p> <p>Fry's third hundred</p>	<p>might ^{PS}</p> <p><i>/m/ + /ɔŋg ɪ + /t/</i></p> <p>modal verb or noun (strength)</p> <p>Fry's third hundred</p>	<p>money ^{PS}</p> <p><i>[m/ + /schwa] [l/ + /ɔŋg eɪ]</i></p> <p>noun: currency for trade</p> <p>Fry's third hundred</p>	<p>myself ^{PS}</p> <p><i>[m/ + /ɔŋg ɪ] [s/ + /schwa + /l/ + /t/]</i></p> <p>pronoun</p> <p>Dolche: Third Grade</p>	<p>nervous ^{PS}</p> <p><i>[n/ + /er/] [n/ + /schwa + /s/]</i></p> <p>adjective: anxious, related to nerves</p> <p>Fry's third hundred - additional</p>	<p>nothing ^{PS}</p> <p><i>[n/ + /schwa] [lth/ + /ʃɔrt ɪ + /ŋg/]</i></p> <p>pronoun, adjective</p> <p>Fry's third hundred - additional</p>	<p>now ^{PS}</p> <p><i>/n/ + /ɔw/</i></p> <p>adverb</p> <p>Dolche: Primer</p> <p>Fry's third hundred</p>	<p>o'clock ^{PS}</p> <p><i>[lɔŋg ə + /l/ + /k/ + /ʃɔrt ə + /k/]</i></p> <p>adverb: indicating hourly time</p> <p>Fry's third hundred</p>	<p>off ^{PS}</p> <p><i>/ɔw + /f/</i></p> <p>preposition, adverb</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>	<p>once ^{PS}</p> <p><i>/w/ + /schwa + /n/ + /s/</i></p> <p>adjective: on one occasion</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>	<p>order ^{PS}</p> <p><i>[er] [d/ + /er/]</i></p> <p>noun, verb: to be in sequence or give a direction</p> <p>Fry's third hundred</p>
<p>outside ^{PS}</p> <p><i>[ɔw + /n/] [l/ + /ɔŋg ɪ + /d/]</i></p> <p>noun, adjective: the exterior of</p> <p>Fry's third hundred - additional</p>	<p>pair ^{PS}</p> <p><i>/p/ + /ɹ/</i></p> <p>noun: a set of two things</p> <p>Fry's third hundred</p>	<p>part ^{PS}</p> <p><i>/p/ + /æ/ + /t/</i></p> <p>noun, verb: a component of or to separate</p> <p>Fry's third hundred</p>	<p>phone ^{PS}</p> <p><i>/f/ + /ɔŋg ə + /n/</i></p> <p>verb, noun: to call, an instrument used to make calls</p> <p>Fry's third hundred - additional</p>	<p>quick ^{PS}</p> <p><i>/kw/ + /ʃɔrt ɪ + /k/</i></p> <p>adjective: fast</p> <p>Fry's third hundred - additional</p>	<p>quite ^{PS}</p> <p><i>/kw/ + /ɔŋg ɪ + /t/</i></p> <p>adverb: to an extent, degree</p> <p>Fry's third hundred - additional</p>	<p>ride ^{PS}</p> <p><i>/r/ + /ɔŋg ɪ + /d/</i></p> <p>verb: to travel in or in</p> <p>Dolche: Primer</p> <p>Fry's third hundred</p>	<p>round ^{PS}</p> <p><i>/r/ + /ɔw/ + /ɔw + /d/</i></p> <p>adjective, verb: of circular shape</p> <p>Fry's third hundred</p>	<p>same ^{PS}</p> <p><i>/s/ + /ɔŋg ə + /m/</i></p> <p>adjective, pronoun: a similar or exact one</p> <p>Fry's third hundred</p>	<p>sat ^{PS}</p> <p><i>/s/ + /ʃɔrt ə + /t/</i></p> <p>verb: to rest in a chair (past tense)</p> <p>Fry's third hundred</p>	<p>second ^{PS}</p> <p><i>[s/ + /ʃɔrt eɪ] [s/ + /schwa + /n/ + /d/]</i></p> <p>adjective: number two in order</p> <p>Fry's third hundred</p>	<p>set ^{PS}</p> <p><i>/s/ + /ʃɔrt e + /t/</i></p> <p>verb, noun, adjective</p> <p>Fry's third hundred</p>
<p>seven ^{PS}</p> <p><i>[s/ + /ʃɔrt eɪ] [s/ + /ʃɔrt eɪ + /n/]</i></p> <p>number</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>show ^{PS}</p> <p><i>/ʃh/ + /ɔŋg ə + /t/</i></p> <p>noun, verb: to demonstrate</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>sing ^{PS}</p> <p><i>/s/ + /ʃɔrt ɪ + /ŋg/</i></p> <p>verb: vocal music</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>sister ^{PS}</p> <p><i>[s/ + /ʃɔrt ɪ + /s/] [l/ + /er/]</i></p> <p>noun: female sibling</p> <p>Fry's third hundred</p>	<p>sit ^{PS}</p> <p><i>/s/ + /ʃɔrt ɪ + /t/</i></p> <p>verb: (e.g. to rest in a chair)</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>six ^{PS}</p> <p><i>/s/ + /ʃɔrt ɪ + /ks/</i></p> <p>number</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>sleep ^{PS}</p> <p><i>/s/ + /l/ + /ɔŋg eɪ + /p/</i></p> <p>verb, noun: to rest (with eyes closed)</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>small ^{PS}</p> <p><i>/s/ + /m/ + /ɔw + /l/</i></p> <p>adjective: little</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>smell ^{PS}</p> <p><i>/s/ + /m/ + /ʃɔrt eɪ + /l/</i></p> <p>verb, noun: sensed by the nose</p> <p>Fry's third hundred - additional</p>	<p>something ^{PS}</p> <p><i>[s/ + /ʃɔrt u + /m] [lth/ + /ʃɔrt ɪ + /ŋg/]</i></p> <p>pronoun</p> <p>Fry's third hundred - additional</p>	<p>start ^{PS}</p> <p><i>/s/ + /t/ + /æ/ + /t/</i></p> <p>verb, noun: to begin; beginning</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>stop ^{PS}</p> <p><i>/s/ + /t/ + /ʃɔrt ə + /p/</i></p> <p>verb, noun: to cease movement</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>
<p>sunlight ^{PS}</p> <p><i>[s/ + /ʃɔrt u + /n] [l/ + /ɔŋg ɪ + /t/]</i></p> <p>noun: the hot light coming from the sun</p> <p>Fry's third hundred - additional</p>	<p>taste ^{PS}</p> <p><i>/t/ + /ɔŋg ə + /s/ + /t/</i></p> <p>verb, noun: sensed by the tongue</p> <p>Fry's third hundred - additional</p>	<p>ten ^{PS}</p> <p><i>/t/ + /ʃɔrt eɪ + /n/</i></p> <p>number</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>thank ^{PS}</p> <p><i>/t/ + /ʃɔrt ə + /ŋg + /k/</i></p> <p>verb: to express appreciation</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>	<p>third ^{PS}</p> <p><i>/t/ + /er/ + /d/</i></p> <p>adjective: in a sequence after two</p> <p>Fry's third hundred</p>	<p>those ^{PS}</p> <p><i>/t/ + /ɔŋg ə + /s/</i></p> <p>pronoun (plural)</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>though ^{PS}</p> <p><i>/t/ + /ɔŋg ə + /t/</i></p> <p>conjunction, adverb</p> <p>Fry's third hundred</p>	<p>today ^{PS}</p> <p><i>[t/ + /ɔw/ + /ɔw] [d/ + /ɔŋg ə + /t/ + /ɔw/ + /ɔw] [d/ + /ɔŋg ə + /t/]</i></p> <p>noun: this day</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>together ^{PS}</p> <p><i>[t/ + /ɔŋg ə + /t/ + /er/]</i></p> <p>adverb, adjective: all as one</p> <p>Dolche: Third Grade</p>	<p>took ^{PS}</p> <p><i>/t/ + /ʃɔrt ə + /k/</i></p> <p>verb: to take (past tense)</p> <p>Fry's third hundred</p>	<p>town ^{PS}</p> <p><i>/t/ + /ɔw/ + /n/</i></p> <p>noun: small city</p> <p>Fry's third hundred</p>	<p>turn ^{PS}</p> <p><i>/t/ + /er/ + /n/</i></p> <p>verb, noun: go around a corner</p> <p>Fry's third hundred</p>
<p>twice ^{PS}</p> <p><i>/t/ + /w/ + /ɔŋg ɪ + /s/</i></p> <p>adverb, conjunction: on two occasions</p> <p>Fry's third hundred - additional</p>	<p>try ^{PS}</p> <p><i>/t/ + /r/ + /ɔŋg ɪ + /t/</i></p> <p>verb, noun: to attempt or a goal</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>walk ^{PS}</p> <p><i>/w/ + /ɔw/ + /k/</i></p> <p>verb: to move slowly on legs</p> <p>Dolche: First Grade</p> <p>Fry's third hundred</p>	<p>warm ^{PS}</p> <p><i>/w/ + /ɔr/ + /m/</i></p> <p>adjective, verb: a bit hot or to heat</p> <p>Dolche: Third Grade</p> <p>Fry's third hundred</p>	<p>wash ^{PS}</p> <p><i>/w/ + /ɔw/ + /ʃ/</i></p> <p>verb: to clean</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>water ^{PS}</p> <p><i>[w/ + /ɔw/] [l/ + /er/]</i></p> <p>noun, verb: clear, fresh liquid</p> <p>Fry's third hundred</p>	<p>window ^{PS}</p> <p><i>[w/ + /ʃɔrt ɪ + /n/] [d/ + /ɔŋg ə + /t/]</i></p> <p>noun: a piece of glass through which one looks out of or into a building</p> <p>Fry's third hundred - additional</p>	<p>woman ^{PS}</p> <p><i>[w/ + /schwa] [m/ + /ʃɔrt ə + /n/]</i></p> <p>noun: female (adult)</p> <p>Fry's third hundred</p>	<p>write ^{PS}</p> <p><i>/r/ + /ɔŋg ɪ + /t/</i></p> <p>verb: to use pen and/or print</p> <p>Dolche: Second Grade</p> <p>Fry's third hundred</p>	<p>yellow ^{PS}</p> <p><i>[j/ + /ʃɔrt ɪ + /l/ + /ɔŋg ə + /l/]</i></p> <p>adjective: colour</p> <p>Dolche: prepriemer</p> <p>Fry's third hundred</p>	<p>yes ^{PS}</p> <p><i>/j/ + /ʃɔrt eɪ + /s/</i></p> <p>exclamation</p> <p>Dolche: Primer</p> <p>Fry's third hundred</p>	<p>yesterday ^{PS}</p> <p><i>[j/ + /ʃɔrt eɪ + /s/] [t/ + /er/ + /d/ + /ɔŋg ə + /t/]</i></p> <p>noun, adverb: day before today</p> <p>Fry's third hundred</p>

Fry's List of the 300 Most Common Words

0 - 100

a	from	man	their
about	get	many	them
after	give	me	then
again	go	much	there
all	good	my	they
an	had	new	this
and	has	no	three
any	have	not	to
are	he	of	two
as	her	old	up
at	here	on	us
be	him	one	very
been	his	or	was
before	how	other	we
boy	I	our	were
but	if	out	what
by	in	put	when
can	is	said	which
come	it	see	who
day	just	she	will
did	know	so	with
do	like	some	work
down	little	take	would
eat	long	that	you
for	make	the	your

101 - 200

also	first	mother	shall
am	five	must	should
another	found	name	soon
away	four	near	stand
back	friend	never	such
ball	girl	next	sure
because	got	night	tell
best	hand	only	than
better	high	open	these
big	home	over	thing
black	house	own	think
book	into	people	too
both	kind	play	tree
box	last	please	under
bring	leave	present	until
call	left	pretty	upon
came	let	ran	use
colour	live	read	want
could	look	red	way
dear	made	right	where
each	may	run	while
ear	men	saw	white
end	more	say	wish
far	morning	school	why
find	most	seem	year

201 - 300

along	every	jump	six
always	eyes	keep	sleep
anything	face	letter	soon
around	fall	longer	small
ask	fast	love	start
ate	fat	might	stop
bed	fine	money	ten
brown	fire	myself	thank
buy	fly	now	third
car	food	o'clock	those
carry	full	off	though
clean	funny	once	today
close	gave	order	took
clothes	goes	pair	town
coat	green	part	try
cold	grow	ride	turn
cut	hat	round	walk
didn't	happy	same	warm
does	hard	sat	wash
dog	head	second	water
don't	hear	set	woman
door	help	seven	write
dress	hold	show	yellow
early	hope	sing	yes
eight	hot	sister	yesterday

Dolch's List of Common Words

Preprimer

a make
and me
away my
big not
blue one
can play
come red
down run
find said
for see
funny the
go three
help to
here two
I up
in we
is where
it yellow
jump you
little
look

Primer

all out
am please
are pretty
at ran
ate ride
be saw
black say
brown she
but so
came soon
did that
do there
eat they
four this
get too
good under
have want
he was
into well
like went
must white
new who
no will
now with
on yes
our

Grade 1

after let
again live
an may
any of
as old
ask once
by open
could over
every put
fly round
from some
give stop
going take
had thank
has them
her then
him think
his walk
how were
just what
know when

Grade 2

always pull
around read
because right
been sing
before sit
best sleep
both tell
buy their
call these
cold those
does upon
don't us
fast use
first very
five wash
found which
gave why
goes wish
green work
its would
made write
many your
off
or

Grade 3

about laugh
better light
bring long
carry much
clean myself
cut never
done only
draw own
drink pick
eight seven
fall shall
far show
full six
got small
grow start
hold ten
hot today
hurt together
if try
keep warm
kind

Multisyllabic Words

Advanced word construction



Introduction

A preliminary note: Before children can systematically read multisyllabic words, they must figure out the vowel sounds in single-syllable words (see *common CVC, CVCe and CVVC words in the previous section*)

To begin ... A syllable is a unit of pronunciation.

Each syllable contains one vowel sound, such as “a” in cat, or “oa” in boat or “o_e” in broke (NB: a vowel sound can be made up of more than one letter, such as “oa” in boat [shown above] or “igh” in light).

To decode multisyllabic words, children must be able to divide words into recognisable chunks.

kangaroo



Side Note: Stressed Syllable

Side Note: One syllable in a multisyllabic word receives more emphasis or stress than the others.

Vowels in unstressed syllables can become schwas (as in a/round ... in which “a” is the unstressed schwa and “round” is the stressed syllable)

schwa ————— **around** ————— stressed syllable

stressed syllable ————— **pencil** ————— unstressed syllable
(with schwa)



Moving from single-syllabic to multisyllabic words

As mentioned, before children can systematically read multisyllabic words, they must figure out the vowel sounds in single-syllable words

Some readers develop a sense of syllabification breaks with less effort than others (e.g. through higher exposure to print).

For some children, their phonics skills (with single syllable words) break down when faced with multisyllabic words because they cannot readily see syllable boundaries.

And traditional syllabification strategies can be ineffective with unknown print words. For example, clapping syllables doesn't work if the child doesn't know the printed word that he or she can see but not hear.

These students benefit from additional instruction in identifying syllable boundaries.

It is helpful to start with words that are already in the learners' known oral language vocabularies, and provide ample opportunities for learners to practice identifying the syllable breaks within familiar words before progressing to unfamiliar ones.



Some helpful syllable generalisations (1 of 2)

1. If the word is a compound word, such as hotdog, divide the word between the two words (hot/dog or air/plane);
2. When two or more consonants appear in the middle of a word, divide the word between them (CVC/CVC as in bas/ket). The first vowel often says its short form.
3. When only one consonant appears between two vowels, divide the word before the consonant (CV/CVC as in ti/ger). In 55% of case, the first vowel will say its long sound (as in pi/lot); whereas in 45% of cases it says its short sound (as in se/cond).
4. If a double consonant pattern (bb,dd, ll, mm, etc) appears in the middle of a word, the syllable break can be made either before the first consonant or between the two consonants. The first vowel will say its short sound (as in ha/ppy where the “a” makes it short sound, but in ba/by the “a” makes its long sound without the double consonant).
5. Never break digraphs, such as ch, tch, ph, sh, th, across syllable boundaries.

hotdog

picnic

tiger
second

yellow
yellow

patchwork



Some helpful syllable generalisations (2 of 2)

6. Inflection endings such as -ing, -er, -est, -ed often form separate syllables (as in mean/ing), but not in the case of words like “danced” or “jumped” which are both single-syllable words in which the “-ed” makes the /t/ sound.

finest

7. When a two-syllable word ends in a consonant plus -le (as in ample), then the consonant plus -le form a syllable (as in wig/gle and sam/ple). If the preceding syllable ends in a consonant (as in sam/ple), the first vowel should be the short form. If the preceding syllable ends in a vowel (as in ta/ble), the first vowel should be the long form.

sample

table

8. When a two-syllable word ends in a consonant plus -re (as in centre), then the consonant plus -re form a syllable (as in spec/tre and thea/tre).

centre

9. In most two syllable words, the first syllable is accented (85% reliable)

begin

It is best that learners derive their understanding of syllable breaks through practice with actual words (not rules), as it is known that memorising syllabification rules has little effect on a child's ability to decode multisyllabic words.



Seven Most Common Syllable Types

1. **closed**: these syllables end in a consonant (as in nap/kin), often taking on the CVC form (nap/kin is CVC/CVC);

basket

2. **open**: these syllables end in a vowel (as in be/fore), often taking on the CV form.

veto

3. **silent e**: or CVCe form (as in com/pete or de/cide).

decide

4. **vowel team**: as with single syllable word, a syllable can take the form of CVV or CVVC (as in mea/dow, ex/plain and mean/ing).

explain

5. **r-controlled vowel**: as in be/fore or card/board.

before

6. **consonant +le**: See previous page.

table

7. **consonant +re**: See previous page

centre



Let's Practice: Real Words

Please identify the syllable breaks in the following words:

identify

syllable

freedom

literacy

asphalt



Answers: Real Words

Please identify the syllable breaks in the following words:

single consonant = syllable break before
consonant: two consonants = syllable
break between consonants

identify

VCVCVCVCV

double consonant = syllable break
before consonant; C+le

syllable

CVCVC+le

single consonant = syllable break
before consonant

freedom

CVCVC

single consonant = syllable break
before consonant; controlled-r
vowel syllable

literacy

CVCVrVCV

two consonants = syllable break between
consonants; never divide a digraph ("ph")

asphalt

VCCVCC



Let's Practice: Nonsense Words

Please identify the syllable breaks in the following words:

emakle

epeture

grapeet

mashot

subtonen



Answers: Nonsense Words

Please identify the syllable breaks in the following words:

single consonant = syllable break
before consonant; C+le

emakle

V**C****V****C**+le

single consonant = syllable break before
consonant: controlled-r vowel

epeture

V**C****V****C****V**-r

single consonant = syllable break
before consonant

grapeet

C**C****V****C****V****C**

single consonant = syllable break before
consonant; never divide digraph ("sh")

mashot

C**V****C****V****C**

two consonants = syllable break between
consonants; single consonant = syllable
break before consonant

sub**t**onen

C**V****C****C****V****C****V****C**



Abstract Practice

Please identify the syllable breaks in the following word structures:

CVCCVC

CVCVCC

CVCCVC

CVCCV

CCVCVCC



Answers: Abstract Practice

Please identify the syllable breaks in the following word structures:

syllable break before consonant when a
single consonant is after the vowel

CVCVC

syllable break before consonant when a
single consonant is after the vowel

CVCC

syllable break after the firsts consonant when
a two consonants are after the vowel

CVCCVC

syllable break after the firsts consonant when
a two consonants are after the vowel

CVCCV

syllable break before consonant when a
single consonant is after the vowel

CCVCVC



Final Point

As mentioned before:

It is known that memorising syllabification rules has little effect on a child's ability to decode multisyllabic words.

It is best that learners derive their understanding of syllable breaks through practice with actual words (not rules). This starts with familiar words before moving to unfamiliar words and nonsense words.

The actual rules can be derived/introduced through the learner's exploration of words, though. (e.g. *What are we noticing here?*)

culmination



A Couple Recommended Readings

Blevins, W. (2006). Phonics from A to Z: a practical guide (2nd Edition). New York: Scholastic.

Dow, R. S. & Baer, G. T. (2013). Self-paced phonics: a text for educators (5th edition). Boston Pearson's.

For further readings visit:

<https://www.theliteracybug.com/phonics-spelling-and-morphology/>

Morphology

Meaningful/functional units within words



Morphemes: meaningful parts within words

Prefixes, roots, and suffixes

“Not caring, not feeling”



“A love for humankind; generosity”





Types of morphology

Singularity/Plural (-s, -es)

dogs **glasses**

exception

men

Verb tense (-s, -ed, -ing)

walks **walked** **is walking**

present

past

present imperfect

Adverbs (-ly)

quick **quickly**

exception

well

Nominalising (-ion, -ment)

create **creation**

fulfill **fulfillment**

Latin/Greek Origins

aquatic

“water”

aquarium

“water”

benefit

“good”

benediction

“good” “say” *makes this a noun*

Prefixes

run **rerun**

view **preview**

taste **distaste**

More about morphemes that reveal verb tenses

the inflectional endings

-ed

-ing

I had finished

I finished

I was finishing

I have finished

I finish!

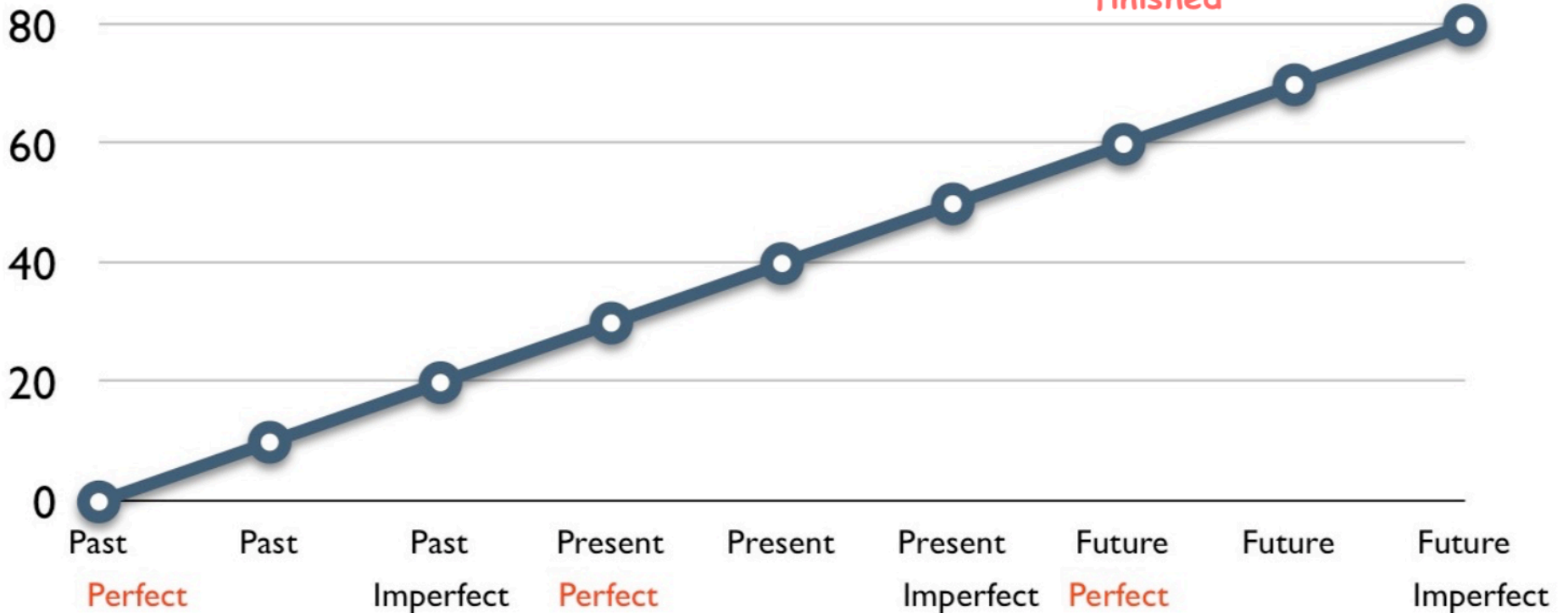
I am finishing

I will have

I will finish

I will be finishing

finished



What are some rules for adding inflectional endings?

Adding -ing

hop → **hopping**

CVC

In CVC words, double the final consonant and add "-ing"

hope → **hoping**

CVCe

In CVCe words drop the silent "e" and add "-ing"

Adding -ed

bat → **batted**

CVC

In CVC words, double the final consonant and add "-ed"

look → **looked**

CVVC

In CVVC words, simply add "-ed"



Table 2

Changes to Base Words When Adding Inflectional Endings or Other Suffixes That Start with a Vowel

BASE WORDS	+ ING	+ ED (OR ER)	+ S
1. CVVC, CVCC Ex: <i>look, walk</i>	No change Ex: <i>looking, walking</i>	No change Ex: <i>looked, walker</i>	No change Ex: <i>looks, walks</i>
2. CVC* Ex: <i>bat</i>	Double final letter Ex: <i>batting</i>	Double final letter Ex: <i>batted, batter</i>	No change Ex: <i>bats</i>
3. CVCe Ex: <i>skate</i>	Drop final <i>e</i> Ex: <i>skating</i>	Drop final <i>-e</i> Ex: <i>skated, skater</i>	No change Ex: <i>skates</i>
4. Words that end in a consonant + <i>y</i> Ex: <i>cry</i>	No change Ex: <i>crying</i>	Change <i>y</i> to <i>i</i> Ex: <i>cried, crier</i>	Change <i>y</i> to <i>i</i> and add <i>es</i> Ex: <i>cries</i>
5. Words that end in a vowel + <i>y</i> Ex: <i>play</i>	No change Ex: <i>playing</i>	No change Ex: <i>played, player</i>	No change Ex: <i>plays</i>
6. Two-syllable words accented on second syllable Ex: <i>admit, invite, apply, destroy</i>	Follow rules for 1–5 Ex: <i>admitting, inviting, applying, destroying</i>	Follow rules for 1–5 Ex: <i>admitted, invited, applied, destroyed, destroyer</i>	Follow rules for 1–5 Ex: <i>admits, invites, applies, destroys</i>
7. Words that end in a <i>c</i> Ex: <i>mimic</i>	Add a <i>k</i> Ex: <i>mimicking</i>	Add a <i>k</i> Ex: <i>mimicked</i>	No change Ex: <i>mimics</i>

*Words ending in *x* and *w* do not double (e.g., *boxed, chewed*). Words that end in *ck* avoid having to double a final *k* (*blocked, blockina*). Words that end in *ve* avoid having to double a final *v* (*loved, lovina*).

Sample Assessment: Qualitative Spelling Inventories

The Primary Qualitative Spelling Inventory List provides words that test learner's application of inflection endings

338

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Words Their Way Primary Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____

Words Spelled Correctly: ____ / 26 Feature Points: ____ / 56 Total: ____ / 82 Spelling Stage: _____

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC				WITHIN WORD PATTERN			SYLLABLES AND AFFIXES		Words Spelled Correctly
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	Feature Points			
Features →	Consonants		Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Feature Points	Words Spelled Correctly		
	Initial	Final										
1. fan	f	n	a									
2. pet	p	t	e									
3. dig	d	g	i									
4. rob	r	b	o									
5. hope	h	p				o-e						
6. wait	w	t				ai						
7. gum	g	m	u									
8. sled			e		sl							
9. stick			i		st							
10. shine				sh		i-e						
11. dream					dr	ea						
12. blade					bl	a-e						
13. coach				ch		oa						
14. fright					fr	igh						
15. chewed				ch			ew	-ed				
16. crawl					cr		aw					
17. wishes				sh				-es				
18. thorn				th			or					
19. shouted				sh			ou	-ed				
20. spoil							oi					
21. growl							ow					
22. third				th			ir					
23. camped								-ed				
24. tries					tr			-ies				
25. clapping								-pping				
26. riding								-ding				
Totals	/ 7	/ 7	/ 7	/ 7	/ 7	/ 7	/ 7	/ 7	/ 56	/ 26		



A Couple Recommended Readings

Carlisle, J. F., McBride-Chang, C., Nagy, W., & Nunes, T. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly*, 45(4), 464–487. doi:10.1598/RRQ.45.4.5

Kieffer, M. J., & Lesaux, N. K. (2007). Breaking down words to build meaning: morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher*, 61(2), 134–144. doi:10.1598/RT.61.2.3

For further readings visit:

<https://www.theliteracybug.com/phonics-spelling-and-morphology/>

INTERLUDE

Now that we have spent time on how sounds, letters and words work ...



Moving onto sentences and vocabulary

“In readers who have acquired enough facility in ... **word-level skills** (i.e., word recognition and letter-sound decoding), then ... language comprehension and related skills, such as **vocabulary knowledge** and **sentence competence**, account for more of the variance in reading comprehension.” (Snow, 2002, pp. 102-103)

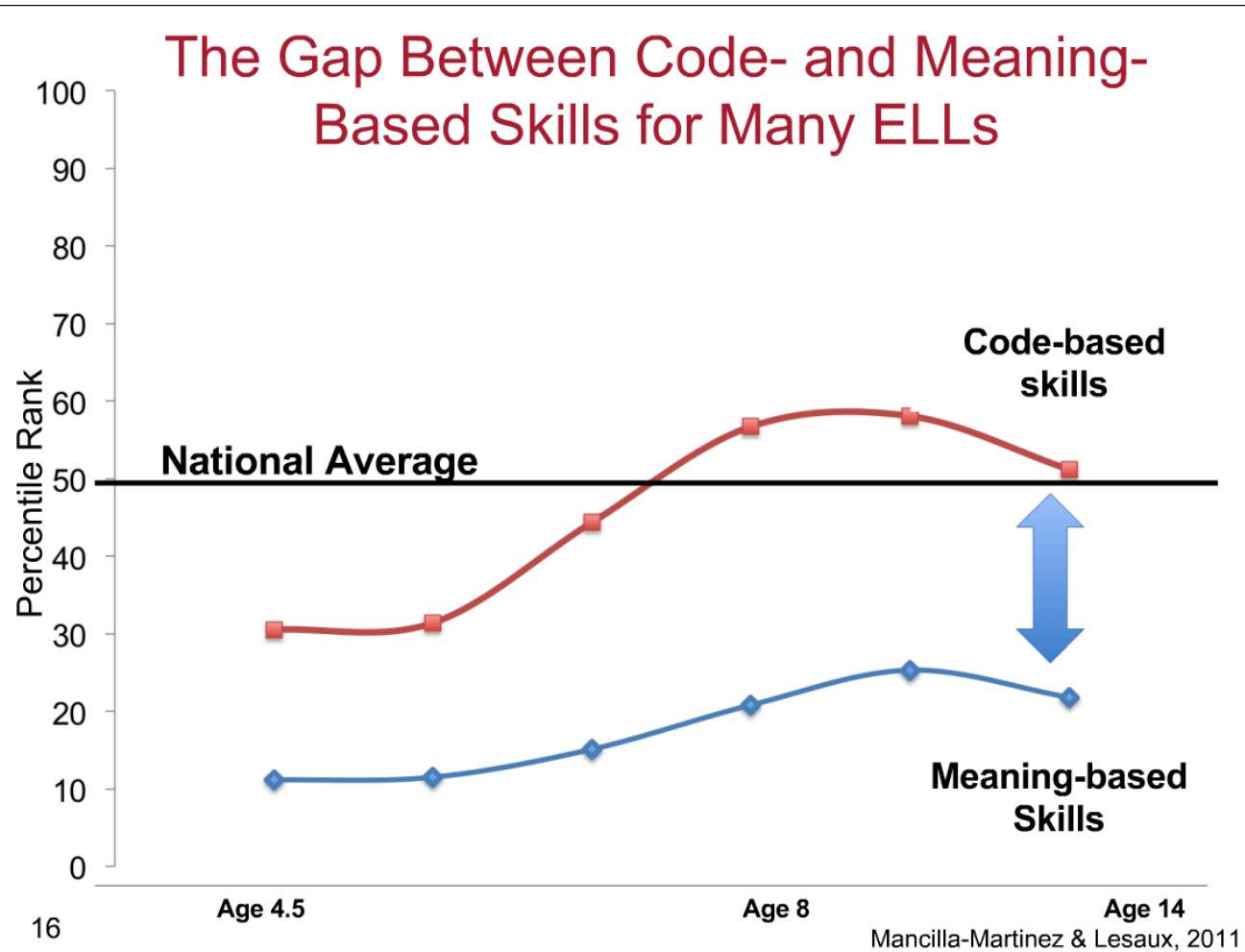
“If the meaning of the child’s awkwardly decoded word is readily available, his or her utterance has a better chance of being recognised as a word and also remembered and stored.” (Wolf, pp 123)

Snow, C. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica, CA: RAND Corporation, 2002. http://www.rand.org/pubs/monograph_reports/MR1465.html

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



Can't rest easy when decoding progresses



Mancilla-Martinez, J., & Lesaux, N. K. (2011). The Gap Between Spanish Speakers' Word Reading and Word Knowledge: A Longitudinal Study. *Child Development*, 82(5), 1544–1560. <http://doi.org/10.1111/j.1467-8624.2011.01633.x>



Vocabulary

It's all about meaning in the end, ain't it?



Every Day, We Learn to Use Words

“Learning to talk is conceptually connected to one’s (the child’s) taking an interest in one’s experience, particularly in one’s experience of words themselves.” (Day, 2010, pg 214-215)

“Susan Carey of Harvard ... finds that most children between two and five years old are learning on average between two and four new words every day, and thousands of words in these early years.” (Wolf, 2008, p 84)

Language development is crucial to a child’s literacy development. Unlike the other items in this checklist, vocabulary is never truly mastered, and there many environments where learning must take place: around books, in the kitchen, in the sandpit, at the park, in the science lab and more. Children learn the names for things, of actions, of colours, of shapes, of concepts ... and the list goes on and on. The author’s Beck and Beck help us conceptualise this vocabulary accumulation by referring to three tiers of vocab.

Tier One Words: basic word encountered everyday, such as warm, dog, run, talk, chair

Tier Two Words: advanced, though still high utility words often found in written texts, such as contradict, retrospect, fervent, magnificent, palpable, admonish.

Tier Three Words: words specific to an (academic) domain, such as hypothesis, metaphor, epidermis

It is important that children have the opportunity to develop vocabulary, particularly of Tier Two Words.



Building a Rich Repertoire Through Books

“By kindergarten, words from books [read to them] will be one of the major sources of the 10,000-word repertoire of many an average five year old.” (Wolf, 2008, p 87)

Why? ... because the average picture book presents children with a wider array of vocabulary and sentence types than they experience in everyday conversations.

And why is it important that children built a rich repertoire of words?

“Children with a rich repertoire of words and their associations will experience any text or any conversation in ways that are substantively different from children who do not have the same stored words and concepts.” (Wolf, 2008, p 9)

And so ...

It is important to offer engaging opportunity for rich conversations around books, and reinforce new words through the day.



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

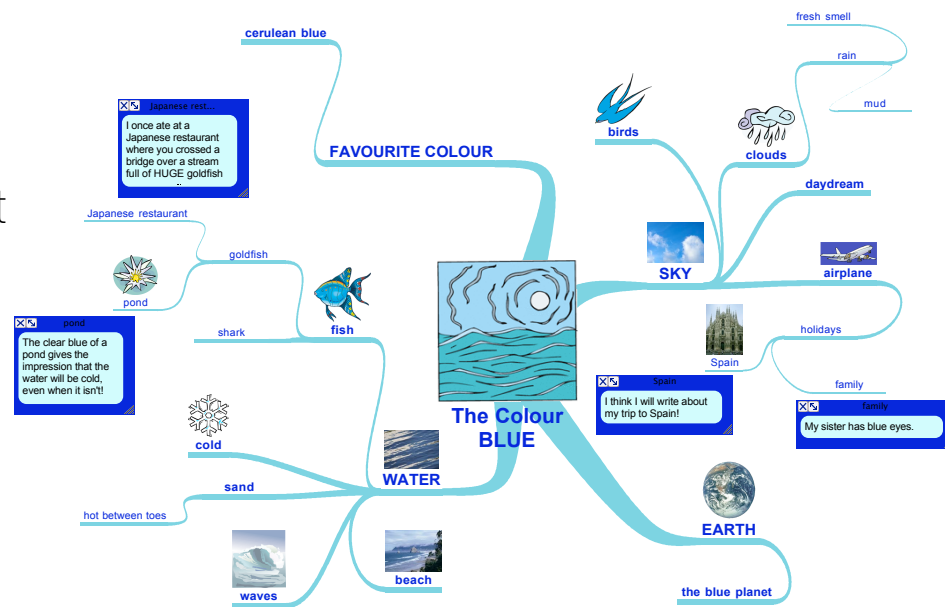


A Word Can Stimulate a Trove of Associations

“If I know an object (word) I also know all its possible occurrences in states of affairs. (Every one of these possibilities must be part of the nature of the object/word.)” (Wittgenstein, *Tractatus Logico-Philosophicus*, 2.0123)

“It looks as if a sentence with e.g. the word “ball” in it already contained the shadow of other uses of this word. That is to say, the possibility of forming those other sentences.” (Wittgenstein, *Zettel*, 138)

“Years ago, the cognitive scientist David Swinney helped uncover the fact that when we read a simple word like “bug,” we activate not only the more common meaning (a crawling, six legged creature), but also the bug’s less frequent associations - spies, Volkswagens, and glitches in software. Swinney discovered that the brain doesn’t just find one simple meaning for a word; instead it stimulates a veritable trove of knowledge about the word and the many words related to it.” (Wolf, 2008, p 9)



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



We Organise Words into Semantic Sets

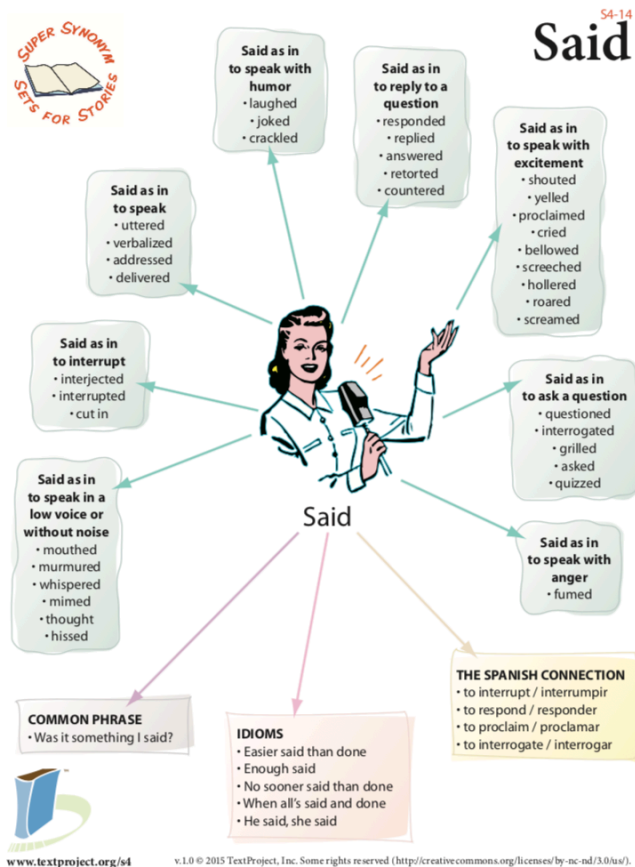
“Words that form a semantic set, such as colour words, must have part of their meaning explained by reference to one another.” (Garver, 1997, pg 143)

What words would you find within the semantic sets like cutlery, furniture, space, feelings, body parts, values?

“a is between b and c. and nearer to be than to c’: this is a characteristic relation between [words] of the same kind.” (Wittgenstein, *Zettel*, 360)

How might you order the following words: talk, yell, declare, whisper, state, gossip, utter? How would new words join the set?

As learners are grasping individual words, they are also firming up their understanding and value of the category itself ...



Garver, N. (1996). Philosophy as grammar. In H. Sluga, H. and D. Stern (Eds.), The Cambridge companion to Wittgenstein. (pp. 139 - 170) Cambridge: Cambridge University Press.

Different Types of Words Serve Different Purposes

Think of the **tools in a tool-box**: there is a hammer, pliers, a saw, a screw-driver, a rule, a glue-pot, glue, nails, and screws. -- The **function of words are as diverse** as the function of these objects. (And in both cases there are similarities.) (Wittgenstein, *Philosophical Investigations*, 11)

Open Classes

nouns

verbs

adjective

adverbs

Closed Classes

pronouns

prepositions

articles

conjunctions



Choosing the Right Word

As learners develop rich vocabularies, they are presented with an additional challenge: choosing the right (or best) word ...

“How do I find the ‘right’ word? How do I choose among words? Without doubt it is sometimes as if I were comparing them by fine differences of smell: That is too ... that is too ... , -- this is the right one.” (Wittgenstein, *Philosophical Investigation*, Part II, xi)

“From a child up I learn to judge like this. This is judging.” (Wittgenstein, *On Certainty*, 128)

pretty

strolled

sadness

criticise

vs.

vs.

vs.

vs.

beautiful

strode

melancholy

admonish

What are the differences? How do nuances in meaning help us better differentiate our experiences?



Concept Words: Talking About the Invisible

Think about the words we use that don't point to 'physical things' but point to abstract items, such as values, impressions, ideas. Consider the words "freedom" or "respect" or "diligence". How do we come to learn what these things mean? and why are they important to us and why they should be important to me?

'Learning to direct one's own mental processes with the aid of words or signs is an integral part of the process of concept formation,' claims Vygotsky (1986, p.108)

And can I imagine a whole new value set based around a different set of concepts? What would this look like? What would these alternative concepts be? How would I go about learning them?

"Language is an instrument. Its concepts are instruments. Concepts lead us to make investigations; express of our interest, and direct our interest." (Wittgenstein, *Philosophical Investigation*, 569/570)

"A new [concept] is like a fresh seed sewn on the ground of discussion." (Wittgenstein, *Culture & Value*)



Simple Assessment: Vocabulary Knowledge Scale

Can be used as both a pre-testing and post-testing form of formative assessment.

Words	Know it well, can explain it, use it	Knows something about it, can relate it to a situation	Have seen or heard the word	Do not know the word
palpable				
admonish				
sagacious				
ameliorate				
pneumonia				
heredity				



Sample Activity: Word Journal

2-3 Student Center Activities: Vocabulary

2006 The Florida Center for Reading Research (Revised July 2007)

Word	Page	Meaning
1.		
2.		
3.		
4.		
5.		

V.015.SS

Name _____

Word Wise



A Couple Recommended Readings

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: robust vocabulary instruction* (2nd ed.). New York: Guilford Press.

Stahl, K. & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566–578. <http://doi.org/10.1598/RT.63.7.4>

For further readings visit:

<https://www.theliteracybug.com/developing-vocabulary/>

Commanding Sentences

We learn to string words into a logic sequence to say something



A rich, sentence can excite the imagination ...

“A proposition [(e.g. a sentence)] is not a blend of words. --
(Just as a theme of music is not a blend of notes.) A
proposition is articulate.”

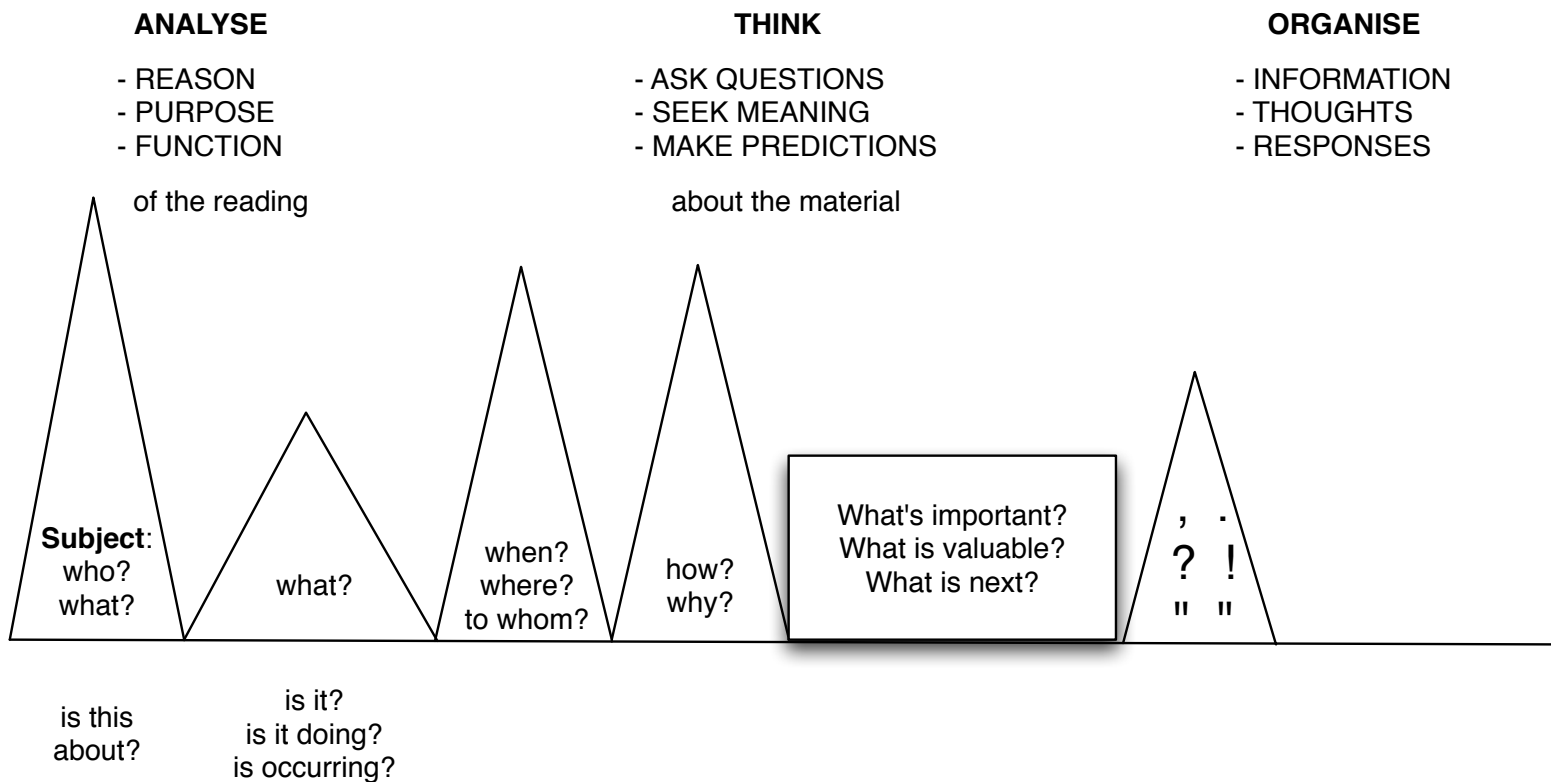
Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*, 3.141

“A proposition is a picture of reality. A proposition is a
picture of reality as we imagine it.”

Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*, 4.01



Organising words into meaningful sentence (pictures)



The Prime Minister released a policy to the Parliament 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



Creating a Rich, Descriptive Sentence

The barn smelled of horses and cows.

BECOMES

**The barn smelled of the perspiration of tired horses
and the wonderful sweet breath of patient cows.**

what?

did what?

how?

“[Sentences] promise nothing less than lessons and practice in the organisation of the world.”

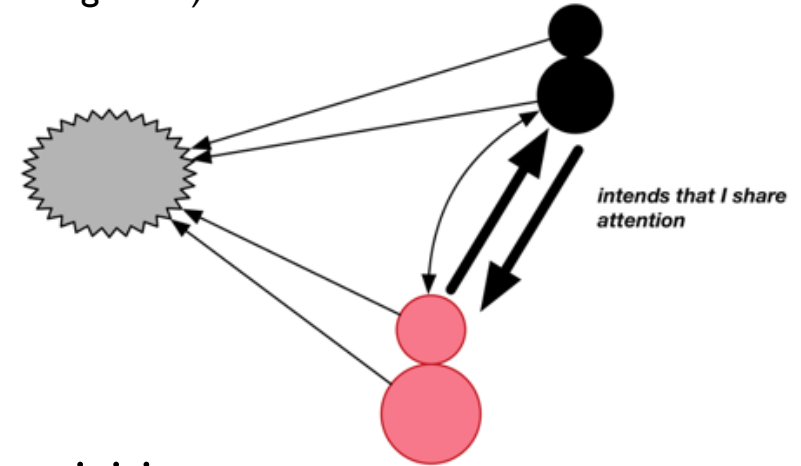
Stanley Fish, *How To write a sentence; and how to read one.* (2011), pg 7



WAYS TO HELP

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

To help a learner, it is important to model the complex syntax and vocabulary diversity that we want children to develop. Instead of saying “Cat there”, we can model, “Look at the grey cat sleeping on the sofa.” For older students we want to create situations that allow them to engage in complex discussion and debate.



1. Use everyday activities as the context for practice.
2. Vocalise thoughts and describe ongoing actions during activities.
3. Use parallel talk to describe what others are doing.
4. Use modelling to provide practice on a specific language skill (e.g. new word or structure)
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.

Any message has a:

field (content) + **mode (form)** + tenor (tone/audience)

Most spoken-like

Most written-like

Topic: Making Toast

We put them in there for a while. They popped up, and were ready.

We put the pieces of bread in the toaster and waited. The bread popped up, and the toast was ready.

In the morning, we were making toast for breakfast. We put the pieces of bread in the toaster, pushed down the lever and waited. When the toast was ready, the bread popped up.

Toast is a popular breakfast food, thereby making a toaster an essential household appliance. To make toast, place two pieces of bread in the toaster, push down the lever and wait. When ready, the toast will automatically “pop up”. Be careful when removing the toast from the toaster. The pieces of toast will be hot.

Spoken language benefits from additional context (pointing, shared experiences)



Structures

In traditional grammar, there are four **types** of sentences:

Declarative - are statements that consist of a subject and a predicate to make a claim on the world

Interrogative - are questions that include 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 “questions” are not really questions. They are commands, such as “analyse the poem”.

Exclamatory - are exclamations 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 clause* 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* clauses 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 sentence, and a dependent clause is a clause that starts with a relative pronoun that links to an independent clause

Types of Words/Phrases

In traditional grammar, there are **open classes** of words and **closed classes** of words. **Open classes** grow as the language grows. **Closed classes** are finite. The following 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 is on a particular grammatical function.

Noun phrase - “*the red car*” describes 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 a 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

NB: WHAT ABOUT SYNTACTIC PARSING?

Once we gain full language competence, native language speakers can understand the grammatical logic of a sentence without knowing the meaning of all the individual words. I may not be able to understand the following, but I can make an attempt at problem-solving the function of each of the words in the text. This is an important skills when deciphering new words within the context of a text.

'Corandic / is an emurient grof / with many fribs /; it / granks / with corite, / an olg which cargs / like lange. Corite / grinkles / several other tarances, / which garkers / excarp / by glarcking the corite / and starping it / in tranker-clarped strobs.'

<https://www.oneeducation.co.uk/one-editorial/literacy/how-do-children-learn-to-read/>

Decoding + Syntax + Vocabulary + Morphology + Genre + Background Knowledge + Context + Processing = Comprehension



NB: WHAT ABOUT SYNTACTIC PARSING?

Once we gain full language competence, native language speakers can understand the grammatical logic of a sentence without knowing the meaning of all the individual words. The following is a more narrative sentence based on familiar vocabulary.

“He lay flat on the brown, pine-needled floor of the forest, his chin on his folded arms, and high overhead the wind blew in the tops of the pine trees.”

What? Who?

Doing what?

How?

Where?

Opening lines from Ernest Hemmingway's novel For Whom the Bell Tolls (published in 1940)





The Sentence

Types, Features and Structures

1



<http://bit.ly/2-The-Sentence>



Sample Assessment: Narrative Assessment Protocol

NAP Score Sheet

Child ID	Code	Date
DOB	Code	
DVD #	Start Time:	End Time:

SENTENCE STRUCTURE	observed frequency				examples
Compound sentence*	0	1	2	3+	She likes it so she'll buy it.

Complex sentence	0	1	2	3+	That boy who hit me is mean.
------------------	---	---	---	----	------------------------------

Negative sentence	0	1	2	3+	The frog can't go there.
-------------------	---	---	---	----	--------------------------

Interrogative sentence*	0	1	2	3+	Frog, are you hiding in my boot?
-------------------------	---	---	---	----	----------------------------------

PHRASE STRUCTURE	observed frequency				examples
Elaborated noun phrase	0	1	2	3+	The little dog saw the frog.

Compound noun*	0	1	2	3+	The dog and the boy got it.
----------------	---	---	---	----	-----------------------------

Prepositional phrase	0	1	2	3+	The boy looked in his boot.
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MODIFIERS	observed frequency				examples
Adverb*	0	1	2	3+	He was really angry.

Advanced modifier	0	1	2	3+	The frog was in the filthy water.
-------------------	---	---	---	----	-----------------------------------

NOUNS	observed frequency				examples
Pluralized noun	0	1	2	3+	The five frogs got in.

Possessive noun*	0	1	2	3	The boy's hat was lost.
------------------	---	---	---	---	-------------------------

Tier-two noun	0	1	2	3+	She was the doe in the woods.
---------------	---	---	---	----	-------------------------------

VERBS	observed frequency				examples
Auxiliary verb + main verb	0	1	2	3+	The boy is yelling at the dog.

Copula 'be' verb + ...	0	1	2	3+	The frog was here.
------------------------	---	---	---	----	--------------------

Irregular past tense verb	0	1	2	3+	The dog fell.
---------------------------	---	---	---	----	---------------

Regular past tense verb	0	1	2	3+	The dog walked.
-------------------------	---	---	---	----	-----------------

Tier-two verb	0	1	2	3+	The frog whirled around.
---------------	---	---	---	----	--------------------------

Compound verb*	0	1	2	3+	The frog danced and ran.
----------------	---	---	---	----	--------------------------

*These items are omitted on the Short Form.



Some Recommended Readings

Crystal, D. (2017). Making sense: the glamorous story of English grammar. London: Profile Books.

Fish, S. (2011). How to write a sentence: and how to read one. New York: HarperCollins Publishers.

Humphrey, S., Droga, L., and Feez, S. (2012) Grammar and meaning: new edition. Newtown (Sydney): Primary English Teaching Association Australia.

For further readings visit:

<https://www.theliteracybug.com/grammatical-development/>

Conclusion

Gotta stop somewhere ...

To writing and reading (texts) ... I'm sorry I left you out!



Conclusion

“And the words slide into the slots ordained by syntax, and glitter as with atmospheric dust with those impurities which we call meaning.” (Burgess, 1968, *Enderby Outside*).

All this exploration of sounds, letters, patterns, words and sentence structure lay the groundwork which leads to a meaningful end, because we don't pick up our favourite novel to be mesmerised by the arrangement of spaces and letters. Instead, we have endured training that has sensitised us to the sounds in our language which we associate with letters which are arranged to form the words that we know or come to know. These words are arranged into sentences that speak to us and through which we speak to others. Ultimately, it all must fade into the background:

“Certainly I read a story and don't give a hang about any system of language [or literacy]. I simply read, have impressions, see pictures in my mind's eye, etc. I make the story pass before me like pictures.” (Wittgenstein, *Zettel* #13)

Once we have become equipped with fluency in this elegant code, and we come to rapidly recognise words in this script, then our language knowledge becomes the driver of our literacy. We use this linguistic expertise to view and express words in their proper grammatical order. From there on a reciprocal cycle forms. Our language comes to the aid of the learners' emerging literacy. And the learners' expanding literacy presents learners with new words, new expressions and new knowledge, which - in turn - become part of their language and world views. With each scaffolded literacy experience, we learn something more about language, ourselves, the world and how/why we say what we say (e.g. the natural history of our conversations).

We don't get to this stage overnight, though. In the words of Maryanne Wolf, “although it took our species roughly 2,000 years to make the cognitive breakthrough necessary to learn to read with an alphabet, today our children have to reach the same insights about print in roughly 2,000 days.” (Wolf, 2008, p 19)

Despite being an impressive achievement, learning to read and write isn't an optional extra. Our modern age is too reliant on the written word for these skills to be left to chance. There is a real need to ensure that all can succeed.

As a result, we prefer to place a key emphasis on the notion of becoming-ness, for want of a better term. We become speakers of language. We become readers and writers. We become parties in conversations. We become participants and practitioners. We become knowers and connectors. The child (or emerging learner) is not faced with the prospect of developing such complex skills from the get go. Nor are we expected that they learn these skills on their own. Instead, there is a progressive, temporal dimension to this learning where the child is supported by others to develop foundational skills which lead into competency which lead to mastery which lead to further disciplinary practice. There are no shortcuts. No easy rides.

References

Burgess, A. (1968) *Enderby outside*. London: Heinemann

Wittgenstein, L. (1967). *Zettel*. (G. E. M. Anscombe & G. H. von Wright, Eds.). Berkeley, CA: University of California Press.

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

In Simple Terms

The Learner ...

- is developing **oral language** skills (including communications and vocabulary knowledge)
- is **print aware** - attends to / focuses on print
- has achieved **concept of word** - accurately identifies words in text
- knows the 26 **letter of the alphabet**
 - 21 consonants and 5 vowels (or 6 if you include "y")
- is **phonologically and phonemically aware**
 - seven steps (listening, rhyme, words/sentences, syllables, onset-rime, phonemes, letter-sounds)
 - and achieves full phonemic segmentation of words
- has developed **letter-sound correspondence** ... by this stage, a learner is using one's phonemic awareness to sound out and spell words (i.e. **invented spelling**)
- is developing **decoding and spelling skills**
 - single syllable CVC
 - single syllable CVC-e
 - within word patterns
 - multisyllabic words
 - advanced phonograms
 - affixes, suffixes, roots
 - inflectional endings
- is **learning words** (i.e. developing oral and print vocabulary) and is understanding how words work (spelling; parts of speech; synonyms; in context, etc;)
- is stringing words together into **sentences** - orally and in print
 - grammatical order/function; morphology/inflections
- is drafting/writing diverse **text types** - interactively, jointly & independently
- is making age-appropriate progress with **reading fluency**
 - rate, accuracy, expression, stamina, comprehension
- is continuing to develop in **oral language/discourse**
 - speaking and listening skills; turn taking
- is developing general strategies of **reading comprehension**
- is mastering practical **elements of written practice**
- is **acquiring knowledge**, interests, problem solving skills, critical thinking skills & learning strategies



Parting Words

“Every child, scrawling his first letters on his slate and attempting to read for the first time, in so doing, enters an artificial and most complicated world.” (Hermann Hesse, Quoted by Wolf, 2008, p 79)

“To be sure, decoding readers are skittish, young, and just beginning to learn how to use their expanding knowledge of language and their growing powers of influence to figure out a text.”
(Wolf, pp 131)

“Through literacy, children are able to construct meaning, to share ideas, to test them, and to articulate questions ... [and have] an active role in their own development. ” (Verhoeven and Snow, 2001, pg 4-5)

“What is important ... is [to provide learners with] ‘the means and methods so that they can organize their own behaviour [e.g. shaping habits].’ (Vygotsky, 1978, p.74)

“[We are] the species that reads, records, and goes beyond what went before, and directs our attention to what is important to preserve.” (Wolf, 2008, p 4)



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APPENDIX



WORDS			SENTENCES		
<p>Construction <i>words consist of:</i></p> <p>sounds; <i>represented by</i></p> <p>letters; <i>grouped into</i></p> <p>syllables; <i>which also feature</i></p> <p>morphemes; <i>which include</i></p> <p>prefixes <i>(to alter meaning)</i></p> <p>suffixes <i>(to indicate function, number, or tense)</i></p> <p>roots <i>(to add meaning through Latin/Greek bases)</i></p>	<p>Types of words</p> <p><u>Open Classes</u></p> <p>nouns</p> <p>verbs</p> <p>adjective</p> <p>adverbs</p> <p><u>Closed Classes</u></p> <p>pronouns</p> <p>prepositions</p> <p>articles</p> <p>conjunctions</p>	<p>How a word mean?</p> <p>It refers to a thing (e.g. tiger)</p> <p>It is associated with (tigers are strong & furry)</p> <p>It appears in a system/ spectrum (<i>forks are part of cutlery, whisper is quiet talking</i>)</p> <p>It indicates judgement (e.g. pretty is not beautiful)</p> <p>It expresses concepts (e.g. calm or freedom)</p>	<p>Construction <i>sentences consist of:</i></p> <p>subjects</p> <p>+</p> <p>predicates</p> <p>_____</p> <p>arranges words in some manner to represent logical relationships, such as cause and effect, identification, association, contrast, etc.</p> <p>_____</p>	<p>Types of sentences</p> <p>statements</p> <p>questions</p> <p>commands</p> <p>exclamations</p> <p>_____</p> <p>simple</p> <p>compound</p> <p>complex</p> <p>compound-complex</p> <p>fragments</p> <p>run-ons</p>	<p>Forms are the generators of creativity. When you introduce new sentence structures, you can introduce new ways of representing observations and ideas.</p> <p>_____</p> <p>Negation <i>Although x, then y.</i></p> <p>Temporal <i>While x, then y</i></p> <p>Conditional <i>If x, then y</i></p> <p>Spatial <i>Next to x,</i></p>

DISCOURSE			TEXT TYPES		
<p>Discourse refers to the "exchange of language". We exchange sentences.</p> <p>In each exchange, we are expressing an idea based on a compulsion.</p> <p>At the same time, we expect (or hope for) some reciprocity from our statement.</p> <p>This is not always satisfied.</p>	<p>Categories</p> <p><u>representational</u> convey facts</p> <p><u>heuristic</u> - asks to gain knowledge</p> <p><u>imaginative</u> - speculative</p> <p><u>instrumental</u> - express need;</p> <p><u>regulatory</u> - direct action</p> <p><u>interactional</u> - develop rapport</p> <p><u>personal</u> - reinforce feelings, identity</p>	<p>Content Types</p> <p>Information Opinions Concepts Ideas</p> <p>Function</p> <p>Request ... Check ... Give ... Qualify ... Clarify ... Extend ... Exemplify ... Repeat ... Acknowledge Reject ... Evaluate ... Reformulate ...</p> <p>Move types</p> <p>Initiate Respond Elaborate Question/Clarify Deviate</p>	<p>Major Genres</p> <p>stories</p> <p>histories</p> <p>explanations</p> <p>procedures</p> <p>reports</p> <p>arguments</p> <p>responses</p>	<p>Subgenres</p> <p>recount narrative anecdote</p> <p>autobiography biography history</p> <p>sequential explanation causation explanation</p> <p>procedure procedural recount</p> <p>descript report analytical report</p> <p>exposition</p> <p>review</p>	<p>Cognitive Skill</p> <p>informing engaging reflecting</p> <p>reflecting reporting explaining</p> <p>explaining synthesising arguing</p> <p>describing recording</p> <p>recording classifying</p> <p>explaining discriminating contesting</p>