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Note: Rimes (vowel sound plus consonant pattern) are listed alphabetically within the above vowel sound groups.

Preface

This is both a new and an old approach to teaching phonics for reading instruction or for spelling instruction.

You can call these lists 'phonograms' or 'word families' if you are more comfortable with those terms.

It is old because for decades teachers have been teaching 'phonograms' or 'word families'. They teach them as part of games or devices like word wheels. They teach them more formally as word lists on blackboards or on charts. They are the basis of many worksheets. And they are used as very informal or incidental instruction. For example, when a student has trouble sounding out an unknown word which contains a phonogram, the teacher not only points out the phonogram but also shows several other words that contain the same pattern.

We don't claim that they are a new idea. But we do claim that these lists are refined, updated, expanded and more accurate in vowel pronunciation. In fact, this is the biggest, most complete listing of phonograms in existence.

Well, so what is new? For one thing the terminology is new. The terms 'onset' and 'rime' are used by linguists because they illustrate something basic about a syllable. So while most of the lists look exactly like phonograms, let's explore the onset and rime concept.

First of all a syllable is defined as a vowel sound (vowel phoneme) with or without attached consonants. Most syllables have a consonant sound at the beginning and a consonant sound at the end, with a vowel in the middle. However, you can omit one or both consonants. For example, 'go' has no terminal consonant and is both a word and a syllable; the final 'o' in 'po-li-o' has neither an onset nor an end consonant sound. Nor does the word 'I': a one syllable and one letter word.

Also, the beginning consonant sound may actually be a blend of two or three consonant sounds (for example 'stop'). Linguists call this beginning consonant sound 'onset' and the following vowel or vowel plus end consonant 'rime'.

Word		Onset		Rime
Cat	=	C	+	AT
Black	=	BL	+	ACK
Go	=	G	+	O

Furthermore, they have identified that the break between the onset and the rime is a much more natural break than a break between the vowel and the end consonant. So there is at least a theoretical justification for analysing syllables into an onset and rime division rather than in breaking up the syllable into individual phonemes. In the classroom practice many teachers agree, and this probably accounts for the teaching of phonograms down through the decades.

The word lists in this book contain only one-syllable words; however, there are many polysyllabic words that contain the same onset and rime patterns. For example, not the -ink in 'think' and 'unthinkable' or the -in in 'begin'.

Other new terminology might discuss rimes as 'spelling patterns', which is also correct. Some people don't like the idea of teaching single phoneme phonics (C+A+T) and prefer to talk about patterns like the 'AT' found in C+AT and H+AT and the changing consonant as 'consonant substitution'. A related term to pattern is 'letter cluster', although a letter cluster often refers to several sounds found together on many occasions. Examples are blends like 'BL' or 'ST'.

So there are a number of ways of analysing written language. Classroom teachers, however, can stand only so much theorising and terminology change. After that they have to teach students to read and spell. These word lists of rimes (word families) may help. Use them any way you wish.

Short A Sound

Phonetic Symbol: /a/

Phonics: Closed-Syllable Rule – When a single vowel is followed by a consonant, the vowel is short (no final 'e').

-ab

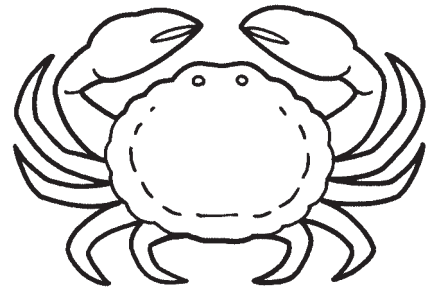
cab	blab
dab	crab
gab	drab
jab	flab
lab	grab
nab	scab
tab	slab
	stab

-ack

back	black
hack	clack
Jack	crack
lack	knack
Mack	shack
pack	slack
sack	smack
tack	

-act

snack	fact
stack	pact
track	tact
whack	tract



crab

-ad

bad	Brad
cad	clad
dad	glad
fad	
gad	
had	
lad	
mad	
pad	
sad	
tad	

-ag

bag	brag
gag	crag
hag	drag
jag	flag
lag	shag
nag	slag
rag	snag
sag	stag
tag	swag
wag	

-am

cam	clam
dam	cram
ham	dram
jam	gram
Pam	scam
ram	scram
Sam	sham
yam	slam
	swam
	tram

Comprehensive Phonics Charts

Phoneme–Grapheme Correspondence

Vowel Sounds (Alphabetical)

Phoneme	Common Spelling	Less Common Spelling
Short A a	a (as in 'hat')	
Long A ā	a-e (as in 'age', 'aid')	eigh (as in 'eight'), ay (as in 'say'), a(r) (as in 'vary'), ai(r) (as in 'fair')
Broad A ä	a(r) (as in 'far')	a (as in 'father')
Short E e	e (as in 'red')	ea (as in 'head'), ai (as in 'hair'), a-e (as in 'care')
Long E ē	e (as in 'repay'), ee (as in 'see')	ea (as in 'seat'), y (as in 'crazy')
Short I i	i (as in 'bit')	y (as in 'gym')
Long I ī	i-e (as in 'ice'), y (as in 'try')	i (as in 'child'), ie (as in 'pie')
Short O o	o (as in 'hot')	a (as in 'watch')
Long O ō	o (as in 'so')	oa (as in 'boat'), ow (as in 'know')
Broad O ô	o(r) (as in 'for')	a(l) (as in 'all'), au (as in 'auto'), aw (as in 'awful')
Sound OI oi	oi (as in 'boil'), oy (as in 'boy')	
Sound OU ou	ou (as in 'out'), ow (as in 'owl')	
Long OO ōō	oo (as in 'moon')	u (as in 'ruby'), ew (as in 'chew'), o (as in 'do'), ou (as in 'soup'), u-e (as in 'rule')
Short OO ǒǒ	oo (as in 'good')	u(l) (as in 'pull'), ou (as in 'could')
Short U u	u (as in 'nut')	o (as in 'son')
Long U ū	u-e (as in 'use'), u (as in 'music')	
UR Sound ər	er (as in 'her'), ir (as in 'sir'), ur (as in 'fur')	
Schwa ə	a (as in 'alone'), e (as in 'taken'), i (as in 'direct'), o (as in 'onion'), u (as in 'circus')	
	(Some dictionaries say the schwa phoneme is the unaccented vowel sound, so it must be in a polysyllable word. Other dictionaries say that schwa and short U are the same.)	