

Systematic Power Phonics

Schedule of Activities

The systematic power phonics word approach can be taught in a 6-10 week time period, depending on your student's ability levels. This was initially designed for students in the primary grades, specifically grade 2, but I have found it useful for students of all ages. It is best to begin with some type of phonics assessment to assess your student's knowledge base in phonics. You can begin at any level, where you note a weakness. I have found that most students in the upper elementary, middle, and high school that have not mastered phonics, usually have difficulty with the short vowel sounds of vowels.

WEEK 1 - Review recognition and discrimination of single consonant and vowel letters and sounds. (Most middle and high school students will not need steps 1 & 2. I would review the sounds, but begin instruction with step 3)

1. All consonant letters taught as a group for recognition and discrimination.
2. All consonant sounds taught as a group for single letter sounds.
3. All vowel sounds taught as a group for long and short vowel sounds.
 - a. Short sounds taught with the sound and picture (a is for apple, e is for egg or Ed, i is for Indian or itch, o is for octopus, and u is for umbrella or up,)
 - b. Long sounds (vowel says it's name)

WEEK 2 - Phonic generalization 1 and 2 taught

1. Soft and hard "c" and "g" consonants
2. The magic "h" (consonant digraphs) taught by mnemonic word devices. I find that most older students do not need this instruction, but if they do, this might help.
 - a. Sh - quiet sound (ssshhh)
 - b. Ch - train sound (choo-choo)
 - c. Ph - mad cat sound (fff)
 - d. Th - open window (air blows)

- e. Wh- backward sound (/hw/)
- f. Gh - silent sound ()

WEEK 3 - Teach phonic generalizations 3 and 4.

- 3. Friendly vowel pals or "two vowels go walking, the first one does the talking" (vowel digraphs- ee, ie, ea, oa, ue, ai,)
- 4. Consonant-Vowel- Consonant-Silent 'e' (CVCe)

WEEK 4 - Teach phonic generalization 5

- 5. Bossy "r" (vowel followed by r) ar, er, ir, or, ur

WEEK 5 - Teach phonic generalization 6

- 6. Vowel diphthongs
 - oo - awful sound fool
 - oi, oy (oi, oy boys) coin, toy
 - au, aw - caught, straw
 - ou, ow - hurt sounds sound, cow

WEEK 6 - Teach phonic generalization 7

- 7. Special vowels and consonants (structural analysis)
 - tion says "shun" (also - cian, sion)
 - ous says "us"
 - ing says "eeng"
 - le says "uhl"
 - ed says "Ed or /t/

WEEK 7 - Teach word division rules (See "Phonic Generalizations" sheet)

WEEK 8 and 9 - Practice word attack on multiple syllable words.

Each week's lessons include isolated word recognition practice on words, which include the sounds being taught, and oral reading practice to develop the system of looking and attacking words from left to right inter-facilitating the skills learned until recognition of the word occurs through the analytic process (the use of sub-optimum information to bring the word recognition range), and silent reading in-class time through the Individualized Reading Approach.

Words encountered which cannot be "attacked" because they are grossly inconsistent with the sound-symbol relations taught through the above generalizations, are taught as "rebel" words (sight words) and presented as whole words ("look-say" approach). Word banks or other teacher devised methods should be used to store, and drill children in the use of the "rebel" words. All words learned by sight should be put in the child's own language.

Phonic Generalizations

1. Soft and hard "g" and "c".
When the letters i, e, or y follow a c or a g the c or g makes the soft sound.
Ex: city (s) corn (k)
 cease (s) cable (k)
 cycle (s) and (k)

 giant (j) gold (g)
 gem (j) glad (g)
 gym (j)

2. Magic "h" (consonant digraphs)
When the consonant h follows the letters s, c, p, t, w, or g the consonant sounds change.

Sh, Ch, Ph, Th, Wh, Gh

a. sh-quiet sound (ssshhh)
b. ch-train sound (choo-choo)
c. ph-mad cat sound (fff---)
d. th-open window sound (air blows between teeth)
e. wh-backward sound (/hw/)
f. gh-silent sound (ends of words) or "f" sound

3. Double vowel digraphs
When certain vowels are together the first one makes a long sound while the second one is silent.

ai ee ea ie oe ue ay
rain bee bean pie toe clue play

4. Controlled vowels

When vowels are followed by "r" the vowel is "r" controlled, (bossy "r")

ar er ir or ur
car fern stir work, for fur

5. Silent final "e"

When a word ends with the letter "e" the "e" is silent and the nearest vowel before the "e" is a long vowel.

Ex: rate, site, note, flute (The "e" letter is sol seldom found in elementary words with a final "e" that it is unnecessary to teach it.)

6. Diphthong (vowel blends)

When the vowel groups oo, oi, oy, au, aw, ou, ow appear in word they make a sound that is neither long nor short.

"oo" and "ew" (awful sound)	fool, few
"au" and "aw" (in love or 'shamey sound)	caught, straw
"oi" and "oy" (oi, oy boys or piggy sound)	spoil, toy
"ou" and "ow" (hurt sound or pinching sound)	round, cow

7. Special combinations

When the letter combinations -tion, -cian, -sion, -xion, -ous, -ing, -le, appear at the end of a word they make special sounds.

-tion	says "shun"	<u>nation</u> (also -cian, -sion, -xion, say "shun")	
-ous	says "us"	<u>famous</u>	
-ing	says "eeng"	<u>king</u>	
-le	says "uhl"	<u>fable</u>	
-ed	says "Ed" or "t"	<u>faded</u> (Ed)	<u>faked</u> (t)
-ight	says "ite"	<u>fight</u>	

