

Dear Parents,

Here are the helpful rules that go with Spalding Phonograms and Spelling. These rules will help your child with their pronunciation of the 70 phonograms, plus assist them with their spelling words. These rules explain and give instructional tips with markings (underlining phonograms, brackets, and numbers). If you have any questions, please let me know and please keep these rules in a safe place to use for reference. Thank you for all you do! 😊



Oral Phonogram Review (OPR)

Dear Parents,

Each Friday students will have an oral phonogram review test. This test will be given one on one. The teacher will show the student the phonogram card, and the student will say the correct sounds (in the correct order). Please practice oral phonograms with your child every night as this is part of their homework. On the homework log, we have abbreviations to show what your student should be practicing. OPR is Oral Phonogram Review. We may also say to refer to the weekly newsletter for which phonograms to practice. They will be listed every week in the Newsletter! The following is the procedure that we recommend using while practicing OPR.

Part 1:

- Parents: **Say** the phonogram sound(s), **while showing** the card to your student
- Student: Repeat sound(s)
- Repeat this through all 20 assigned phonograms for the week.

Part 2:

- Parents: **Show** the phonogram card only
- Student: **Say** the phonogram sound(s), in the correct order.
- Repeat this through all 20 assigned phonograms for the week.

At the beginning of the year, there may be less than 20 phonograms per week, as we have yet to learn that many! However, as your students learn more, we will focus on 20 set phonograms for Oral Phonogram Review each week!

Sincerely,

The Kindergarten Team



Written Phonogram Review (WPR)

Dear Parents,

Each Friday students will have a written phonogram review test. This test will be given with delayed feedback. The teacher will say the phonogram, the student will say it, and then they will write it. Please practice written phonograms, with immediate feedback, with your child every night as this is part of their homework. Please practice WPR on the Spalding paper sent in their folder. On the homework log, we have abbreviations to show what your student should be practicing. WPR is Written Phonogram Review. We may also say to refer to the weekly newsletter for which phonograms to practice. They will be listed every week in the Newsletter! The following is the procedure that we recommend using while practicing WPR.

- Parents: **Say** the phonogram sound(s)
- Student: Repeat sound(s) and then **write** phonogram as they say the sound(s). If they do not know how to write it, they can write a (-).
- Parents: Show your child the phonogram card so that they can **check** their work.

- Repeat with all 15 phonograms

- To test your child, do all 15 of the phonograms and then go back and check!

At the beginning of the year, there may be less than 15 phonograms per week, as we have yet to learn that many! However, as your students learn more, we will focus on 15 set phonograms for Written Phonogram Review each week!

Sincerely,

The Kindergarten Team

RULES

EXPLANATION AND INSTRUCTIONAL TIPS

Rule Page 1 (Rules 1-7)

1. The letter q is always followed by u and together they say kw (*queen*). The u is not considered a vowel here.
2. The letter c before e, i, or y says s (*cent, city, cycle*), but followed by any other letter says k (*cat, cot, cut*).

The c is not numbered and the abbreviation for rule 2 is not written in student notebooks because the letter following c identifies the sound.

3. The letter g before e, i, or y may say j (*page, giant, gym*), but followed by any other letter says g (*gate, go, gust*). The letters e and i following g do not always make the g say j (*get, girl, give*).

The g is not numbered and the abbreviation for rule 3 is not written in student notebooks.

4. Vowels a, e, o, and u usually say ā, ē, ō, and ū at the end of a syllable (*na vy, me, o pen, mu sic*).

This rule helps students pronounce the vowel correctly in unfamiliar vowel-consonant-vowel (vcv) words (*re port*).

5. The letters i and y usually say ī (*big, gym*), but may say ī (*si lent, my, type*).
6. The letter y, not i, is used at the end of an English word (*my*).

7. There are five kinds of silent final e's. (In short words such as *me, she, and he*, the e says ē, but in longer words where a single e appears at the end, the e is silent. We retain the first four kinds of silent e's because we need them. [See chapter 1, pages 56-57.] The fifth is probably a relic from Old English.)

The abbreviation for rule 7 is not written in student notebooks, but the job of the silent final e is marked for each word as encountered. During dictation, including reading of the Ayres words for spelling, the silent e's are sounded (*t ī m ē*).

Rule Page 2 (Rule 8)

8. There are five spellings for the sound er. The phonogram or may say er when it follows w (*work*).

During phonogram reviews and reading multisyllable Ayres words for spelling, students say the blended sound wer. When reading or writing one-syllable words (*work*) in the notebook, students say wer k. (They learn that the w influences the sound of or.) It is helpful for primary teachers to write a chart for the five spellings of er. Add each word that uses one of the five spellings when encountered in the Extended Ayres Word List.

Rule Page 3 (Rules 9-10)

9. For one-syllable words that have one vowel and end in one consonant (*hop*), write another final consonant (*hop + ped*) before adding endings that begin with a vowel. (Referring to rule 9 as the one-one-one rule helps students remember the criteria for

- applying the rule. This rule does not apply to words ending in x because x has two sounds.)
10. Words of *two* syllables (*begin*) in which the second syllable (*gin*) is accented and ends in *one* consonant, with *one* vowel before it, need another final consonant (*be gin' + ning*) before adding an ending that begins with a vowel. (Refer to rule 10 as the two-one-one rule. This rule is applied more consistently in American English than in British English.)

Rule Page 4 (Rule 11)

11. Words ending with a silent final e (*come*) are written without the e when adding an ending that begins with a vowel.

Rule Page 5 (Rule 12)

12. After c we use ei (*receive*). If we say *a*, we use ei (*vein*). In the list of exceptions, we use ei. In all other words, the phonogram ie is used.

Rule Page 6 (Rules 13-16)

13. The phonogram sh is used at the beginning or end of a base word (*she, dish*), at the end of a syllable (*fin ish*), but never at the beginning of a syllable after the first one except for the ending *ship* (*wor ship, friend ship*).
14. The phonograms ti, si, and ci are the spellings most frequently used to say sh at the beginning of a second or subsequent syllable in a base word (*na tion, ses sion, fa cial*).
15. The phonogram si is used to say sh when the syllable before it ends in an s (*ses sion*) or when the base word has an s where the base word changes (*tense, ten sion*).
16. The phonogram si may also say zh as in *vi sion*.

Additional Rules (Rules 17-29)

17. We often double l, f, and s following a single vowel at the end of a one-syllable word (*will, off, miss*). Rule 17 sometimes applies to two-syllable words like *recess*. While reading the word (e.g., *will*) for spelling, students say the extra consonant sound (e.g., *w i l l*).
18. We often use ay to say *ā* at end of a base word, never a alone. Students just say the sound *ā*.
19. Vowels i and o may say *ī* and *ō* if followed by two consonants (*find, old*).
20. The letter s never follows x. The phonogram x includes an s sound (*ks*).
21. *All*, written alone, has two l's, but when written with another syllable, only one l is written (*al so, al most*).
22. *Till* and *full*, written alone, have two l's, but when written with another syllable, only one l is written (*un til, beau ti ful*). Students also need practice explaining how the addition of these endings changes word meanings and usage.

23. The phonogram dge may be used *only* after a single vowel that says *ă, ě, ĭ, ǒ, or ů* (*badge, edge, bridge, lodge, budge*).
24. When adding an ending to a word that ends with a consonant and y, use i instead of y unless the ending is *ing*.
Students also need practice explaining how the addition of these endings changes word meanings and usage (plurals of nouns: *baby/babies*; verb tense: *try/trying*).
25. The phonogram ck may be used only after a single vowel that says *ă, ě, ĭ, ǒ, or ů* (*back, neck, lick, rock, duck*).
26. Words that are the names or titles of people, places, books, days, or months are capitalized (*Mary, Honolulu, Amazon River, Bible, Monday, July*).
Initially, students need to explain their use of capitals so they do not use them indiscriminately.
27. Words *beginning* with the sound z are always spelled with z, never s (*zoo*).
28. The phonogram ed has three sounds and is used to form the past tense of verbs. If the verb ends in the sound *d* or *t*, adding ed makes another syllable that says *ed* (*hand ed, land ed, paint ed, plant ed*). If the verb ends in an unvoiced consonant, the ending ed says *t* (*look ed, lik ed, jump ed, wash ed*). In all other verbs, the ending ed says *d* (*liv ed, kill ed, play ed, belong ed*).
29. Words are usually divided between double consonants within a base word. For speaking and reading, only the consonant in the accented syllable is pronounced; the consonant in the unaccented syllable is silent (*lit' le*).
During dictation of words in sections A–H, focus only on having students pronounce both consonants to spell the words correctly. When reading words for spelling, students sound both consonants, but in speaking or reading, they say the consonant only in the accented syllable. When reading words for reading, be sure students read double-consonant words correctly (*lit' le, a count', o cur', e fect', a rive', of' i cer*).

a

a
/a/ apple
/a/ ape
/ah/ all

c

c
/k/ cut
/s/ cent

d

d
/d/ (not 'duh') door

f

f
/f/ fang

g

g
/g/ good
/j/ gem

o

o
/o/ off
/o/ told
/oo/ to

s

s
/s/ sit
/z/ has

qu

qu
/kw/ queen

b

b
/b/ baby

e

e
/e/ neck
/e/ we

h

h
/h/ hand

i

i
/i/ itch
/i/ kind

j

j
/j/ jump

k

k
/k/ keep

l

l
/l/ lid

m

m
/m/ mom

n

n
/n/ no

p

p
/p/ pop
(voiceless)

r

r
/r/ rat
(not pronounced 'er,' but almost
'wr')

t

t
/t/ tag

u

u
/u/ up
/u/ music
/oo/ push

v

v
/v/ van

w

w
/w/ wave
(not pronounced 'wuh,' but
almost 'woo')

x

x
/ks/ fox

y

y
/y/ yawn
/i/ myth
/i/ my

z

z
/z/ zip

sh

sh
/sh/ show

ee

ee
/e/ knee

th

th
/th/ thumb
/th/ this (vibrate)

ow

ow
/ow/ now
/o/ low

ou

ou
/ow/ found
/o/ soul
/oo/ you
/u/ double

oo

oo
/oo/ room
/oo/ book

ch

ch
/ch/ much
/k/ school
/sh/ chef

ar

ar
/ar/ far

ay

ay
/a/ day
Clue: English words *can* end
with 'y'

ai

ai
/a/ paint
Clue: Not used, because English
words do *not* end with 'i'

oy

oy
/oy/ boy
Clue: English words *can* end
with 'y'

oi

oi
/oi/ noise
Clue: Not used, because English
words do *not* end with 'i'

er

er
/er/ her
Say: as in 'her'

ir

ir
/ir/ first
Say: as in 'first'

ur

ur
/ur/ nurse
Say: as in 'nurse'

wor

wor
/wor/ work
Say: as in 'works'

ear

ear
/er/ early
Say: as in 'early'

ng

ng
/ng/ rang
(Pull sides of mouth back and
close throat with tongue. As in
'swing')

ea

ea
/e/ eat
/e/ head
/a/ break

aw

aw
/aw/ law
Clue: English words *can* end
with 'w'

au

au
/aw/ author
Clue: Not used, because English
words do *not* end with 'u'

or

or
/or/ for

ck

ck
/k/ check
Clue: Two letters

wh

wh
/wh/ when
(voiced 'wuh' - feel the air on
your hand in front of your
mouth)

ed

ed
/ed/ graded
/d/ loved
/t/ wrecked

ew

ew
/oo/ grew
/u/ few
Clue: English words *can* end
with 'w'

ui

ui
/oo/ grew
/u/ few
Clue: Not used, because English
words do *not* end with 'i'

oa

oa
/oa/ boat
Say: as in 'boat'

gu

gu
/g/ guess
(the only phonogram that only
says 'g')

ph

ph
/f/ phone
Clue: Two letters

ough

ough
/o/ though
/oo/ through
/uf/ rough
/of/ cough
/aw/ thought
/ow/ drought

oe

oe
/o/ toe
Say: as in 'toe'

ey

ey
/a/ they
/e/ key
/i/ valley (pronounced 'i' as in
'pit')

igh

igh
/i/ sigh
Clue: Three letters

kn

kn

/n/ know

Clue: Only used at the beginning
of a word

gn

gn

/n/ gnat

Clue: Used at the beginning or
the end of a word

wr

wr

/r/ wrap

Clue: Two letters

ie

ie

/e/ field

/i/ pie

/i/ lily

dge

dge

/j/ edge

Clue: Three letters

ei

ei

/e/ conceit

/a/ veil

/i/ forfeit

eigh

eigh
/a/ eight
Clue: Four letters

ti

ti
/sh/ nation
Clue: Tall

si

si
/sh/ session
/zh/ vision

ci

ci
/sh/ facial
Clue: Short