

***The Natural Phonics Primer™ Phonograms***  
**Sequence Chart**

By Donald L. Potter  
 August 13, 2006

<b>Steps 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
1. <b>a</b>	26. sh	34. <b>ee</b>	58. ed	59. kn
2. <b>e</b>	27. x	35. <b>ea</b>		60. wr
3. <b>i</b>	28. ng	36. <b>oo</b>		61. <b>igh</b>
4. <b>o</b>	29. qu	37. <b>ar</b>		62. <b>ough</b>
5. <b>u</b>	30. th	38. <b>or</b>		63. gh
6. <b>b</b>	31. wh	39. <b>er</b>		64. <b>eigh</b>
7. <b>d</b>	32. ch	40. <b>ir</b>		65. ph
8. <b>f</b>	33. tch	41. <b>ur</b>		66. ti
9. <b>g</b>		42. <b>wor</b>		67. ci
10. <b>h</b>		43. <b>ear</b>		68. si
11. <b>j</b>		44. <b>oi</b>		69. dge
12. <b>l</b>		45. <b>oy</b>		70. su
13. <b>m</b>		46. <b>ou</b>		71. tu
14. <b>n</b>		47. <b>ow</b>		72. <b>ei</b>
15. <b>p</b>		48. <b>au</b>		73. <b>ey</b>
16. <b>r</b>		49. <b>aw</b>		
17. <b>s</b>		50. <b>ai</b>		
18. <b>t</b>		51. <b>ay</b>		
19. <b>v</b>		52. <b>ie</b>		
20. <b>w</b>		53. <b>oa</b>		
21. <b>y</b>		54. <b>oe</b>		
22. <b>z</b>		55. <b>ui</b>		
23. <b>c</b>		56. <b>ew</b>		
24. <b>k</b>		57. <b>ue</b>		
25. <b>ck</b>				

# *The Natural Phonics Primer™ Phonograms*

## Key Words

Prepared by Donald L. Potter  
September 23, 2006

Steps 1	Step 2	Step 3	Step 4	Step 5
1. a <u>a</u> t <u>a</u> te <u>f</u> a <u>t</u> her <u>b</u> all	26. sh <u>sh</u> ip	34. ee <u>ee</u> l	58. ed added sobbed mapped	59. kn <u>kn</u> ee
2. e <u>e</u> t <u>e</u> he	27. x <u>x</u>	35. ea <u>ea</u> d <u>ea</u> d <u>ea</u> r		60. wr <u>wr</u> ite
3. i <u>i</u> t I <u>t</u> axi	28. ng <u>ng</u> <u>s</u> ing	36. oo <u>oo</u> d <u>oo</u> d <u>oo</u> r <u>oo</u> d		61. <u>igh</u> <u>l</u> ight
4. o <u>o</u> t <u>o</u> <u>o</u> <u>o</u> <u>o</u> <u>o</u> <u>o</u>	29. qu <u>qu</u> ack	37. ar <u>ar</u> <u>c</u> ar		62. <u>ough</u> <u>ou</u> ght <u>ou</u> gh <u>ou</u> gh
5. u <u>u</u> t <u>u</u> <u>u</u> <u>u</u> <u>u</u> <u>u</u> <u>u</u>	30. th <u>th</u> e <u>th</u> i <u>n</u>	38. or <u>or</u> <u>o</u> der		63. gh <u>gh</u> <u>r</u> ough
6. b <u>b</u> <u>B</u> ob	31. wh <u>wh</u> ee <u>l</u>	39. er <u>er</u> <u>h</u> er		64. <u>ei</u> gh <u>ei</u> gh <u>t</u>
7. d <u>d</u> ad	32. ch <u>ch</u> ur <u>ch</u> <u>sch</u> ool <u>ma</u> chine	40. ir <u>ir</u> <u>f</u> irst		65. ph <u>ph</u> <u>o</u> ne
8. f <u>f</u> an	33. tch <u>tch</u> <u>c</u> atch	41. ur <u>ur</u> <u>n</u> urse		66. ti <u>ti</u> <u>n</u> ation
9. g <u>g</u> <u>g</u> um <u>g</u> em		42. wor <u>wor</u> <u>w</u> orks		67. ci <u>ci</u> <u>s</u> pecial
10. h <u>h</u> <u>h</u> at		43. ear <u>ear</u> <u>e</u> arly		68. si <u>si</u> <u>mi</u> ssion <u>vi</u> sion
11. j <u>j</u> <u>j</u> et		44. oi <u>oi</u> <u>o</u> il		69. dge <u>dge</u> <u>e</u> dge
12. l <u>l</u> <u>l</u> ap		45. oy <u>oy</u> <u>t</u> oy		70. su <u>su</u> <u>r</u> e <u>tr</u> ea <u>su</u> re
13. m <u>m</u> <u>m</u> om		46. ou <u>ou</u> <u>l</u> oud <u>fo</u> ur <u>so</u> up <u>sh</u> ould		71. tu <u>tu</u> <u>p</u> icture
14. n <u>n</u> <u>n</u> oon		47. ow <u>ow</u> <u>c</u> ow <u>s</u> now		72. ei <u>ei</u> <u>v</u> ein <u>r</u> ecieve
15. p <u>p</u> <u>p</u> op		48. au <u>au</u> <u>h</u> aul		73. ey <u>ey</u> <u>t</u> hey <u>k</u> ey
16. r <u>r</u> <u>r</u> oar		49. aw <u>aw</u> <u>p</u> aw		
17. s <u>s</u> <u>s</u> at <u>a</u> s		50. ai <u>ai</u> <u>m</u> ail		
18. t <u>t</u> <u>t</u> ot		51. ay <u>ay</u> <u>d</u> ay		
19. v <u>v</u> <u>v</u> an		52. ie <u>ie</u> <u>f</u> ield <u>pie</u>		
20. w <u>w</u> <u>w</u> agon		53. oa <u>oa</u> <u>b</u> oat		
21. y <u>y</u> <u>y</u> es <u>g</u> ym <u>b</u> aby <u>by</u>		54. oe <u>oe</u> <u>t</u> oe		
22. z <u>z</u> <u>z</u> ebra		55. ui <u>ui</u> <u>f</u> ruit		
23. c <u>c</u> <u>c</u> at <u>c</u> ity		56 ew <u>ew</u> <u>t</u> hrew		
24. k <u>k</u> <u>k</u> id		57. ue <u>ue</u> <u>g</u> lue		
25. ck <u>ck</u> <u>b</u> ack				

The underlined letter or letters represent the phonemes (isolated speech sounds). These phonograms with multiple sounds are to be spoken in a rhythmic fashion. It is good for the children to watch the teacher's mouth closely as they imitate the sounds. I have found it very helpful for the children to have a small hand mirror so they can observe their own mouths reproducing the sounds being taught. Make sure that to clip the sounds of the consonants: /t/ should be simply /t/ not /tuh/. In American English only slight aspiration should follow the phoneme.

# Instructions for Making the Natural Phonics Primer™ Phonogram Cards

By Donald L. Potter

September 23, 2006

I recommend putting both manuscript and letter forms on front of the flash cards. This is all the students will see. On the back of the cards, you can put the Key Words and the Instruction below. Simply have the class repeat the phonograms and instructions. With sufficient drill, they will memorize the cards. Children find this a fun activity. You will be amazed at how rapidly they can master all the phonograms. It is fine to say the letter names first and then the phonogram sound because the students will need to know the names of the letters when they do oral spelling. Oral spelling is a wonderful activity that can be accomplished in the fraction of the time necessary for written spelling.

2. E is usually silent at the end of English words.
5. U cannot be used at the end of a word because English words do not end with “u.”
6. /b/ that starts with a line (Note that the letter “b” starts with a line, while “d” starts with a circle).
9. /g/ /j/, G usually says /j/ with e, i, or y.
23. /k/ /s/, C says /s/ with e, i or y.
26. Two-letter /sh/ that we use at the beginnings and ends of words.
31. /hw/ the backward phonogram
39. The /ur/ of her.
40. The /ur/ of first.
41. The /ur/ of nurse
42. The /ur/ of work
43. The /ur/ or early.
44. Two-letter /oi/ that we do **not** use at the end of words because English word do not end with “i.”
45. Two-letter /oi/ that we do use at the end of words.
48. Two-letter /au/ that we do **not** use at the end of words because English words do not end with “u.”
49. Two-letter /au/ that we do use at the end of words.
50. Two-letter /ā/ that we do **not** use at the end of words because English words do not end with “I.”
51. Two-letter /ā/ that we do use at the end of words.
53. The /ō/ of boat.
54. The /ō/ of toe.
61. Three-letter /ī/.
64. Four-letter /ā/.
65. Two-letter /f/ that is a Greek phonogram
72. Two-letter /ā/ that we do **not** use at the end of words because English words do not end with “i”

## Three important rules

1. The letters i, u, j, and v cannot end English words.
2. The letter is usually silent at the end of words.
3. Silent e at the end of a word can jump back over the second letter to make the third letter say its name: ate, Pete, kite, poke, mute.
4. The vowel at the end of a syllable is usually long.

## Content and Correlation For the Natural Phonics Primer™ Phonograms

### Step 1: The five short vowels and all consonants spelled by one letter.

#### Exercises 1 – 12: Phonograms 1 – 25

1. a b d f g h j l m n j p r s t v w y z
2. e
4. i
6. o
8. u
10. c k
11. ck

### Step 2: Consonant and consonant combinations spelled with two or three letters.

#### Exercises 12 – 23: Phonograms 26 – 32.

13. ct ft lb lf lk lm lp lt mp nd nt pt sk sp st
14. bs cks ds ffs gs lls ms ns ps ts cts fts lbs lks lms lps lts mps nds nts pts  
sks sps sts
15. ng nk sh x ngs nks
17. bl cl fl gl pl sc sk sl sm sn sp st sw tw spl
18. br cr dr fr gr pr scr spr str shr tr
20. qu th wh spu thr
21. ch tch
23. Two-Syllable Words

### Step 3. Vowels and vowel combinations spelled with two or three letters.

#### Exercises 24 – 39

24. ee ea as in meat e as in he ..... Phonograms 34, 35
25. ee ea as in meat e as in he (Continued)
26. oo as in moon, book, and poor ..... Phonogram 36
27. ar as in pa, ma ..... Phonogram 37
28. or ..... Phonogram 38
29. er ir ur ..... Phonograms 39 – 43
30. oi oy ..... Phonograms 44, 45
31. ou ow as in cow ..... Phonograms 46, 47
32. au aw all alt alk ..... Phonograms 48, 49
34. ai ay air ..... Phonograms 50, 51
35. ie as pie y as in by ye as rye ind as in mind ild as wild ..... Phonogram 52
36. oa oe old olt oll ow as low o as in so ..... Phonograms 53, 54
37. ew ue ..... Phonograms 55 – 57
39. Two-Syllable and Three-Syllable Words

**Step 4. The five long vowels. Exercises 40 – 59. Only one new Phonogram for Step 4: ed.**

- 40. a as in name
- 41. a as in name (continued) as a in care e as in Eve and here
- 42. i as in fine and fire
- 44. o as bone and more
- 46. u as in tune and cure
- 48. ing
- 49. y, ies, ied as n hurry, hurries, hurried
- 51. ed .....Phonogram 58
- 53. er le
- 55. ce ci cy
- 56. ge gi gy dge dgi dgy
- 58. se, si, sy as in cheese, rising, rosy

**Step 5. Irregular Spellings. Exercises 60 – 72**

- 60. Silent b, g, k, t, w .....Phonograms 60 – 64
- 61. Silent gh, h, l
- 62. ph gh as in rough .....Phonograms 65
- 65. ea as in break, head, and learn
- 66. ie as in field ui as in fruit u as in put
- 67. wa swa wor qua squaw ha ou as in young and famous
- 69. ci, si, ti as in special, pension, vision, station, action .....Phonograms 66 – 71  
su as in treasure tu as nature
- 70. ive as in active or ance ence come some
- 72. Three-Syllable and Four-Syllable Words .....Phonograms 72 - 73

## Word Count for the *Natural Phonics Primer*<sup>™</sup>

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August 13, 2006

Step 1	Step 2	Step 3	Step 4	Step 5
1. 36	13. 46	24. 75	40. 62	60. 62
2. 33	14. 53	25. 31	41. 66	61. 52
4. 37	15. 50	26. 56	42. 60	62. 31
6. 25	17. 43	27. 42	44. 49	65. 49
8. 32	18. 54	28. 28	46. 22	67. 56
10. 17	20. 32	29. 43	48. 63	69. 41
11. 26	21. 45	30. 22	49. 51	70. 44
	23. 51	31. 45	51. 77	72. 78
		32. 32	53. 79	
		34. 66	55. 66	
		35. 34	56. 52	
		36. 72	58. 52	
		37. 26		
		39. 81		
206	324	653	699	413

Total words: 2,295

At 13 words per day, the program can be covered in 1 school year.

At 26 words per day, it can be covered in ½ school year.

This Word Count Chart serves as the basis for establishing a realistic **Pacing Schedule** for introducing the phonetic words in the *Natural Phonics Primer*<sup>™</sup>.

## Note by Internet Publisher: Donald Potter

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The *Natural Phonics Primer*<sup>™</sup> *Phonograms* are modeled after the 70 Phonograms that Samuel Orton gave to Romalda Spalding, which became the basis for the phonics portion of her spectacularly effective 1957 *Writing Road to Reading*. Spalding used the 1915 Ayres List of 1,000 high frequency word in print (published at [www.donpotter.net](http://www.donpotter.net)) to teach decoding. She added 700 words in her last edition. Instead of teaching a more or less random list of phonics elements found in words listed in order of frequency (Ayres' List), **I prefer** to teach students to decode words that are classified by their phonetic elements (Rudolf Flesch's List). See my *Natural Phonics Primer*<sup>™</sup> *with Blend Phonics* for my **Phonics Word List** on the Education page of my web site: [www.donpotter.net](http://www.donpotter.net). All these materials are available for FREE download.

Beginning students usually become free readers by Exercise 50 in the *Natural Phonics Primer*<sup>™</sup>. The Decodable Practice Sentences provide all the reading practices necessary they they become free (independent) readers. Virtually all students of normal intelligence who complete the *Natural Phonics Primer*<sup>™</sup> will be virtually free of whole-word dyslexia. *The Miller Word Identification Assessment* can be used to determine if students have developed whole-word dyslexia through exposure to sight-word instruction. The *Natural Phonics Primer*<sup>™</sup>, not only serves to **prevent** whole-word dyslexia when taught first (phonics-first) but it as proven very effective in helping students **overcome** this environmentally induced form of dyslexia. Interestingly, the Exercises serve as diagnostic tools.

Flesch's 72 Exercises are available on my website in large print for making transparencies.

It is not well known that Mr. August C. Enderlin III published a slightly modified version of Flesch's 72 Exercises 1970, *The Victory Drill Book*. It used an enhanced learning method called High Speed Phonics. The technique was very similar to Ogden Lindsley's *Precision Teaching* and Ken Johnson's *Morningside Model of Generative Instruction*. Enderlin's book was used in hundreds of private schools for decades with unsurpassed success, conclusively demonstrating the effectiveness of Flesch's simple program with a wide audience of children. Modern researches would do well to consider formal trials of the program under scientific research conditions. Even from the single user, clinical trial perspective I can vouch personally for the effectiveness of the Exercises with my tutoring students.

Mr. Potter last updated this document with extensive revisions on 11/16/13 and 11/19/21.