

Natural Phonics Primer™

List of Exercises

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

Exercises 1 – 12

1. a b d f g h j l m n p r s t v w y z
2. e
3. Review 1
4. i
5. Review 2
6. o
7. Review 3
8. u
9. Review 4
10. c k
11. ck
12. Review 5

Step 2: Consonant and consonant combinations spelled with two or three letters. Exercises 13 – 23

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
16. Review 6
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
19. Review 7
20. qu th wh spu thr
21. ch tch
22. Review 8
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
25. ee ea as in meat e as in he (Continued)
26. oo as in moon, book, and poor
27. ar as in pa, ma
28. or
29. er ir ur
30. oi oy
31. ou ow as in cow
32. au aw all alt alk
33. Review 9
34. ai ay air
35. ie as pie y as in by ye as rye ind as in mind ild as wild
36. oa oe old olt oll ow as low o as in so
37. ew ue
38. Review 10
39. Two-Syllable and Three-Syllable Words

Step 4. The five long vowels. Exercises 40 – 59

40. ā as in name
41. ā as in name (continued) as a in care e as in Eve and here
42. ī as in fine and fire
43. Review 11
44. ō as bone and more
45. Review 12
46. ū as in tune and cure
47. Review 13
48. ing
49. y, ies, ied as in hurry, hurries, hurried
50. Review 14
51. ed
52. Review 15
53. er le
54. Review 16
55. ce ci cy
56. ge gi gy dge dgi dgy
57. Review 17
58. se, si, sy as in cheese, rising, rosy
59. Review 18

Step 5. Irregular Spellings. Exercises 60 – 72

60. Silent b, g, k, t, w
61. Silent gh, h, l
62. ph gh as in rough
63. Review 19
64. Review 20
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
68. Review 21
69. ci, si, ti as in special, pension, vision, station, action
su as in treasure tu as nature
70. ive as in active or ance ence come some
71. Review 22
72. Three-Syllable and Four-Syllable Words

From *Why Johnny Can't Read and what you can do about it* (1955) by Rudolf Flesch. Prepared by Donald L. Potter in 2006. www.donpotter.net

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Natural Phonics Primer™ Skill Ladder

Step	Exercise	Sound-to-Symbol Association	Exercise/Review
Step 5 Irregular Spellings	72	Three-Syllables and Four-Syllable Words	
	70	ive as in active or ance ence come some	71/22
	69	ci, si, ti: special, pension, vision, station, action, su treasure tu nature	
	67	wa swa wor qua squaw ha ou as young and famous	68/21
	66	ie as field ui as in fruit u as in put	
	65	ea as in break, head, and learn	
	62	ph as in phone gh as in rough	63/19; 64/20
	61	Silent gh, h, l	
	60	Silent b, g, h, k, t, w	
Step 4 The Long Vowels	58	se, si, sy as in cheese, rising, rosy	59/18
	56	ge gig y dge dgi dgy	57/17
	55	ce, ci, cy	
	53	er le	54/16
	51	ed	52/15
	49	y, ies, ied as n hurry, hurries, hurried	50/14
	48	ing	
	46	u as n tune and cure	47/13
	44	o as in bone and more	45/12
	42	i as in fine and fire	41/11
40/41	a as in name, a as in care, e as in Eve and here		
Step 3 Vowel & Vowel comb. Spelled with 2 or 3 letters	39	Two-Syllable and Three-Syllable Words	
	37	ew, ue	38/10
	36	oa, oe, old, olt, oll, ow as low, o as in so	
	35	ie as [ie, y as by, ye as rye, ind as in mind, ild as wild	
	34	ay ai air	
	32	au, aw, all, alt, alk.	33/9
	31	ou ow as n cow	
	30	oi oy	
	29	er, ir, ur	
	28	or	
	27	ar a as in pa, ma	
	26	oo as in moon, book, poor	
24/25	ea as in meat, e as in he		
Step 2 Consonant Blends	23	Two-Syllable Words	
	21	ch tch	22/8
	17/18	Beginning Consonant Blends	19/17
	15	ng, nk, sh, x, ngs, nks.	16//6
	13/14	Ending Consonant Blends	
Step 1 Five Short Vowels & Single Sounds Consonants	11	ck	12/5
	10	c k	
	8	Short u	9/4
	6	Short o	7/3
	4	Short i	6/2
	2	Short e	3/1
	1	Short a b d f g h j l m n j p r s t v w y z	

Note from Internet Publisher: Donald L. Potter

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The *Natural Phonics Primer™ Skill Ladder* was created by Donald L. Potter on 5/10/12.

The *Natural Phonics Primer Skills Ladder* makes it easy to see the progression of the phonics skills taught and their relationship with the twenty-two Reviews. The Reviews are equally good for review and for testing. Students are ready to go to the next Exercise when they can read the words in the following Review with fluency. Students should be able to read, write, and spell the words fluently.

It is very valuable to do 1-minute timings to make sure the students have developed real fluency (accuracy + speed) for each skill level. First graders should be reading between 60 and 100 wpm on the Flesch Exercises. The higher the score, the higher the comprehension on material within the child's experience level.

For more material on Rudolf Flesch's approach to teaching reading visit the following page dedicated to his method.

http://donpotter.net/education_pages/flesch_audio.html

Please read the following article, "Fluency: Achieving True Mastery in the Learning Process" by Carl Binder, Elizabeth Haughton, and Barbara Bateman.

http://special.edschool.virginia.edu/papers/Binder-et-al_Fluency.pdf

Natural Phonics Primer™

Phonovisual Chart Correlations

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

Exercises 1 – 12

Exercise 1: **ă**: cat, **b**: bear, **d**: duck, **f**: fan, **g**: goat, **h**: horn, **j**: jar, **l**: leaf,
m: monkey, **n**: nest, **p**: pig, **r**: rabbit, **s**: saw, **t**: top, **v**: valentine,
w: wagon, **y**: yard, **z**: zebra

Exercise 2: **ē**: bed

Exercise 4: **ī**: fish

Exercise 6: **t**: top

Exercise 8: **ŭ**: duck

Exercise 10: **c**, **k**: key

Exercise 11: **ck**: key

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

Exercises 12 – 23

Exercise 15: **ng/nk**: swing, **sh**: ship, **x**: box

Exercise 20: **qu**: queen, **th**: three/this, **wh**: wheel

Exercise 21: **ch/tch**: cherries

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

Exercises 24 – 39

Exercise 24: **ee/ea/-e**: tree

Exercise 26: **oo**: moon, book

Exercise 27: **ar**: car

Exercise 28: **or**: fork

Exercise 29: **er/ir/ur**: fur

Exercise 30: **oi/oy**: boy

Exercise 31: **ou/ow**: cow

Exercise 32: **au/aw/all/alt/alk**: saw

Exercise 34: **ai/a/air**: cake

Exercise 35: **ie/y as in by/ye as rye/ind as in mind/ild as wild**: five

Exercise 36: **oa/oe/old/olt/oll/ow as low/o as in so**: rose

Exercise 37: **ew/ue**: mule

Step 4. The five long vowels. Exercises 40 – 59

Exercise 40: **ā** as in **name**: cake

Exercise 41: **ā** as **a** in **care**, **ē** as in **Eve** and **here**: cake & tree

Exercise 42: **i** as in **fine**: five

Exercise 44: **o** as **bone** and **more**: rose

Exercise 46: **u** as in **tune** and **cure**: mule

Exercise 48: **ing**: swing

Exercise 49: **y, ies, ied** as in **hurry, hurries, hurried**: bed

Exercise 51: **ed**: /ěd/ bed-duck, /d/ duck, /t/ top.

Exercise 53: **er**: fur, **le**: leaf

Exercise 55: **ce ci cy**: saw

Exercise 56: **ge gi gy dge dgi dgy**: jar

Exercise 58: **se, si, sy** as in **cheese, rising, rosy**: zebra

Step 5. Irregular Spellings. Exercises 60 – 72

Exercise 60: **bt**: top, **gn**: nest, **kn**: nest, **wr**: rabbit

Exercise 62: **ph & gh** as in **rough**: fan

Exercise 65: **ea** as in **break, head, and learn**: cake, bed, fur

Exercise 66: **ie** as in **field**: bed; **ui** as in **fruit**: mule; **u** as in **put**: book

Exercise 67: **wa swa wor qua squaw ha ou** as in **young and famous**: top

Exercise 69: **ci, si, ti** as in **special, pension, station, action**: ship

/zh/: su as in treasure, si in vision: There is no Phonovisual picture for this sound. It would linguistically fit in the sound-spot between the *zebra* and *jar*.

Exercise 70: **ive** as in **active** or **ance** **ence** **come** **some**: ũ duck

Note from Internet Publisher: Donald L. Potter

Since 2003 I have used the Phonovisual Charts to teach the spellings of the English speech sounds in conjunction with the decoding practice in the 72 Exercises in *Why Johnny Can't Read and what you can do about it* (1955) by Rudolf Flesch. Flesch published pictures along with his Exercises, but I prefer to use the Phonovisual Charts because of the scientific organization of the charts. Together they make a very powerful combination for teaching beginning readers how to read without guessing and to help remedial readers overcome the guessing habit. Guessing is the archenemy of high level reading achievement.

“The Natural Phonics Primer – Phonovisual Correlation” was created and published by Donald L Potter (www.donpotter.net) on Feb. 9, 2014.