

## Introduction

### Why phonics?

People learn in different ways. While many pupils can learn to spell easily without having to know what the sounds are that make up a word, some find it nearly impossible to remember what a word looks like. These people need to know how to work out the spelling of words.

### Visualizing a word

Dyslexics, in particular are not able to visualize the look of a word. They need to word build and severely dyslexic pupils will never learn to read or write until they have been taught phonics.

Pupils with Developmental Motor Dyspraxia also need to completely understand phonics in order to read and spell.

### Why not phonics?

As a severely dyslexic person who has worked with dyslexic and dyspraxic people for many decades it seems to me that nobody is going to suffer from learning how the words are broken down and built up.

English spelling is made up of letters and groups of letters that make up the various sounds of the words. Although some of the pronunciation has drifted away from the original sounds the majority of words do follow strict rules as to how they are spelt. Mostly these follow the sounds given to the various letters and groups of letters and it seems to me that every pupil would benefit from knowing these sounds.

After all, pupils in Australia learn the various names for multiplication, addition etc., what a verb, adjective etc. is and the names of every two-dimensional shape with up to ten sides. And you do not need to know this in order to write or do basic maths. So why are phonics so often being forgotten?

### This program

This phonics teaching program is intended to be taught at any speed. The aim is that it be learnt by the time the pupil goes to high school.

It has been written in two ways.

The first and best version consists of lists or words to be read and sounded out and broken down and written, followed by funny sentences which should be enjoyed and laughed at.

The second part consist of 14 word a week spelling lists, designed for the busy teacher who does not have time to go over and over basic phonics with each pupil. It is designed as a two-year program.

If this were being followed I would definitely recommend that any dyslexic, dyrpraxic or other pupils having problems with reading or spelling be taken out and given the first and more full phonics program.

Please enjoy the course and do write in with any suggestions for more stupid sentences!

### *Remember*

Successful dyslexics go on to be amazing. Nearly half of all self made millionaires are dyslexic, as are many scientists actors inventors artists etc. Illiterate dyslexics can be amazingly unsuccessful. In one study it was discovered that nearly half of all prison inmates were dyslexic.

Teach your dyslexic well and s/he could go on to achieve greatness. Teach him/her badly and s/he may do very badly indeed in life.

*For more details on dyslexic assessment visit*

[www.dyslexia-testing.com.au](http://www.dyslexia-testing.com.au)

For more details on teaching see

Dyslexia – a Guide for Teachers

Dyslexia – a Guide for Parents

Dyslexia – How to Win.

Available from [www.learningdifficulties.com.au](http://www.learningdifficulties.com.au)

# Phonic spelling and reading program

by Dawn Matthews

Published by A Toti Publication

Thank you for purchasing this phonic teaching program. This forms part of a phonic teaching program for both reading and writing. Eventually we hope also to publish fun books to complete the program.

## *Please note...*

These sheets are intended for presentation directly to the pupils. Please do not copy them into workbooks or ask pupils to copy them from the board. It is also important that you follow the instructions exactly. For schools that are unable to follow these instructions we have provided 12 a week words lists at the end of the book.

## Word lists

### *Instructions for use*

Please remember that when teaching a dyslexic it is important **to teach both reading and writing at the same time.**

The word lists should, therefore, be read and also written down from dictation. You are teaching the pupil how to sound out when spelling and how to break down the word when reading. Merely copying the words has NO value when teaching the dyslexic pupil.

### *Colour*

The lists are in large, brightly coloured letters so that the pupil can read them easily. Pupils may also remember word rules by colours, describing the word (for example) “wish” as “a red word”.

So please print out the sheets in colour.

### *Reading.*

The pupil reads the words one at a time. Encourage him/her to sound out each word. This should be carried out a few times during the course of a week. Not all the words need to be read each time.

### *Writing.*

The teacher reads each word out to the pupil who then writes them down. Again encourage him/her to sound out each word. This should also be done a few

times each week, using different words from the list each night if the list is long.

Only ever teach one list at a time.

Test over a period of weeks. I usually put the learnt words away for a week and then retest them. If the student has learnt the words properly s/he will have retained that knowledge weeks later. Remember you are not teaching whole words, but phonics. You are enabling the pupil to word built and decode words.

Make a list of any sounds that your pupil is getting incorrect and reteach these.

### *Ideas for learning*

- Make the words out of magnetic letters. At home the child can make the words on the fridge while the mother is cooking or cleaning.
- Write them onto a felt or chalk board from dictation. Again this can be done while the parent is working.
- Write them with a finger in sand. Please never use sandpaper as this is a horrible surface to rub against.
- Make the words out of play dough or plastercene.
- Always ask the child to read them back to you.

In this book all notes to teachers are black.

## Sentences

### *Instructions for teachers*

After each word list is a set of sentences for reading and dictation. These can be sounded out, broken down, spelt and read easily as long as the pupil knows his/her letter sounds well. Allow plenty of time for this task at first. Your pupil is learning how to break words down and build them up.

### *Slowly*

Also dictate slowly and only say, at most, 2 or 3 words at one time. Remember dyslexics have problems recalling long lists of instructions.

**The first page** of sentences should be read aloud by the pupil to the teacher.

### *The teacher should take a note of*

1 Any letters sounded out incorrectly. These should then be revised further.

2 Any irregular or “stupid” words, for example “my” and “little” that the pupil cannot read. These should be learnt by means of games. For ideas on games

refer to “Dyslexia – How to Win” by Dawn Matthews, and “My fun Game for learning to read stupid words” both sold at [www.learningdifficulties.com.au](http://www.learningdifficulties.com.au)

3 If the pupil is slow and hesitant when reading these sentences please read them back to the pupil so that s/he understands them properly.

4 Ask the pupil to pick out 1 or more of the sentences to illustrate. Check that the drawing includes the key elements of the sentences.

**The second page** of sentences should be dictated to the pupil by the teacher

*The teacher should take note of*

1 Any letter sounds written incorrectly. These should be revised further.

2 Any of the irregularly spelt words for example “my” and “made” that the pupil spells incorrectly. These should be entered into his own personal dictionary. For details on this see freebies “my own fun dictionary” which can be downloaded free from the website [www.learningdifficulties.com.au](http://www.learningdifficulties.com.au)

3 Ask the pupil to illustrate 1 or more of the sentences. Check that the key elements of the sentence are in the drawing. If not, read back the sentence to the pupil and ask him/her what is missing in his/her drawing.

*Please note*

The sentences are designed to be humorous and stupid. Children who have failed at school for any reason can get stressed very easily when working. I have found that, by bringing humorous and stupidity into teaching, these pupils become more relaxed and find the work much easier. Also they begin to realize that reading and writing are entertaining and enjoyable. This is important if they are to put full effort into their learning.

*These instructions should apply to all word lists and sentences in the rest of this book.*

## Teaching basic phonics

(These notes and illustrations have been taken out of the book “Dyslexia – How to Win” by Dawn Matthews)

Any child will benefit from an understanding of basic phonics.

Here are 3 coloring-in sheets to help teach letter sounds

### Problems with reading or spelling

If your child or pupil has a problem with reading or spelling then s/he will benefit from having an instinctive knowledge of basic alphabet sounds.

Dyslexics learn to spell and read by sounding out the words rather than spelling them out.

To be able to sound out or decode words, the sound of the letter has to be recalled the instant the child sees or thinks of the word. If your pupil has to think to recall the sound then s/he will not be able to decode words properly when reading.

I like to compare this to driving a car. When you are first learning to drive the whole task of remembering to signal, brake, look, maneuver and steer – all at the same time – seems impossible. But after you have been driving a few years you do not even remember driving your car home from work, unless something unusual occurs.

Understanding of phonics has to be as instinctive as that.

### Learning the sounds

It has been established that one of the best ways to teach spelling to a dyslexic is by using the multi-sensory approach and I always work this way with a dyslexic of any age. It works well also with any kid or adult.

For multi-sensory teaching to work best it is essential that **all the senses be in use at the same time**. When learning letters the following sensations must be carried out simultaneously:

- Feeling the shape of the letter
- Seeing the shape of the letter
- Hearing the sound of the letter as they say it
- Feeling themselves saying the sound of the letter

To check that the sounds are instinctively understood try observing the pupil trying to write less common word with regular spelling like “peg” or “tub” and watch to see whether s/he mouths out or sounds out the individual letters.

## Hundreds of times

It may be necessary to repeat the multi-sensory experience of learning letters this way hundreds of times.

Consideration should be given to reducing boredom in this exercise when a child has to write and sound out the same letter so many times.

Children could:

- Use different colours and types of writing implements;
- Vary the size of the letters;
- Vary the type of paper or jotter;
- Build up patterns using different letters.

## Further learning

This can be extended to learning basic digraph sounds like “sh” and “ch” etc. the child can do his/her own drawing for these sheets. For lists etc and further ideas please refer to “Dyslexia - How to Win” by Dawn Matthews available from the web site below.

Simple 3 letter words to sound out.

<b>“a”</b>	<b>bat</b>	<b>ten</b>	<b>yes</b>
<b>bad</b>	<b>cat</b>	<b>men</b>	
<b>had</b>	<b>cap</b>	<b>met</b>	<b>“i”</b>
<b>mad</b>	<b>tap</b>	<b>get</b>	<b>did</b>
<b>pad</b>	<b>map</b>	<b>jet</b>	<b>hid</b>
<b>sad</b>	<b>sap</b>	<b>let</b>	<b>lid</b>
<b>Sam</b>	<b>at</b>	<b>net</b>	<b>big</b>
<b>Pam</b>		<b>pet</b>	<b>dig</b>
<b>pan</b>	<b>“e”</b>	<b>set</b>	<b>fig</b>
<b>man</b>	<b>fed</b>	<b>wet</b>	<b>pig</b>
<b>ran</b>	<b>led</b>	<b>vet</b>	<b>wig</b>
<b>rat</b>	<b>wed</b>	<b>yet</b>	<b>win</b>
<b>sat</b>	<b>bed</b>	<b>bet</b>	<b>tin</b>
<b>fat</b>	<b>Ben</b>	<b>beg</b>	<b>sin</b>
<b>hat</b>	<b>hen</b>	<b>peg</b>	<b>pin</b>

fin	top	fox	bun
din	hop	box	sun
bin	hot		sum
bit	got	“u”	rum
fit	lot	cup	hum
hit	cot	pup	mum
lit	jot	but	mug
pit	not	cut	hug
sit	pot	hut	bug
wit	rot	up	lug
it	rod	jut	
“o”	cod	nut	
lop	nod	gut	
mop	Ron	gun	
pop	on	fun	

Sentences for reading. (Allow pupil to sound out words slowly if necessary.)

My pet pup sat in his hot cup.

His dad had a mad and bad rat.

His mum's little cat ran into the hot tub.

A sad cat had fun with my red hat.

My mum had fun with her bun in the sun.

My ten hens ran off with my big pen.

The fat pup hid in mum's cup.

The big pig did a jig on his wig.

I have a fox in a box and six rocks in my socks.

The bad dog sat on his big wig.

Do not let your cat sit on the cut up hut.

Today we will go and hit dad's big pig with pop guns.

Sentences for dictation. (Please note. Read these slowly and a bit at a time.)

Her sad bat fed on wet buns.

The bad bug hid in my mug.

The wet vet met my pet bug and gave him a hug.

Sam's pet jet went on to win the tin pin.

Ben can hop on top of a hot mop.

Ten red rats dug into six hot socks.

Yes, but do not hug the love bug yet.

Ben's bed is made of nets and pots.

Your fat rat sat on my nice fig dip.

Words with consonant blends. If your pupil finds these very hard go forward to learning essential digraphs first and then return to these.

<b>drop</b>	<b>slip</b>	<b>grip</b>	<b>stun</b>
<b>drip</b>	<b>slit</b>	<b>snip</b>	<b>Stan</b>
<b>drum</b>	<b>slot</b>	<b>snap</b>	<b>clan</b>
<b>drug</b>	<b>spot</b>	<b>slap</b>	<b>clam</b>
<b>drag</b>	<b>spin</b>	<b>slop</b>	<b>clap</b>
<b>drab</b>	<b>spat</b>	<b>slug</b>	<b>clog</b>
<b>grab</b>	<b>spit</b>	<b>slum</b>	<b>clop</b>
<b>grit</b>	<b>flip</b>	<b>plum</b>	<b>clip</b>
<b>grin</b>	<b>flop</b>	<b>plot</b>	<b>trap</b>
<b>glad</b>	<b>flan</b>	<b>plop</b>	<b>tram</b>
<b>glib</b>	<b>flat</b>	<b>plan</b>	<b>trim</b>
<b>glut</b>	<b>flag</b>	<b>plum</b>	<b>trip</b>
<b>glen</b>	<b>frog</b>	<b>pram</b>	<b>twig</b>
<b>grim</b>	<b>grog</b>	<b>prop</b>	<b>twin</b>
<b>slim</b>	<b>gran</b>	<b>stop</b>	<b>twit</b>
<b>slam</b>	<b>grin</b>	<b>stub</b>	<b>flit</b>

<b>belt</b>	<b>test</b>	<b>swim</b>	<b>crest</b>
<b>felt</b>	<b>rest</b>	<b>swam</b>	<b>twist</b>
<b>melt</b>	<b>lest</b>	<b>swum</b>	<b>trust</b>
<b>milk</b>	<b>nest</b>	<b>swig</b>	<b>crisp</b>
<b>silk</b>	<b>west</b>	<b>snug</b>	<b>swift</b>
<b>sift</b>	<b>vest</b>	<b>snub</b>	
<b>soft</b>	<b>desk</b>	<b>snap</b>	3 letter blends
<b>loft</b>	<b>risk</b>	<b>snag</b>	<b>strum</b>
<b>lift</b>	<b>fist</b>	<b>smog</b>	<b>strip</b>
<b>left</b>	<b>fact</b>	<b>held</b>	<b>strap</b>
<b>lost</b>	<b>fast</b>	<b>help</b>	<b>strand</b>
<b>lisp</b>	<b>mist</b>	<b>hemp</b>	<b>strict</b>
<b>fist</b>	<b>cost</b>	<b>prep</b>	<b>scrap</b>
<b>mist</b>	<b>lost</b>		<b>scram</b>
<b>must</b>	<b>just</b>	2 blends per word	<b>scrum</b>
<b>rusk</b>	<b>must</b>	<b>frost</b>	<b>script</b>
<b>tusk</b>	<b>rust</b>	<b>quest</b>	<b>scrub</b>

Sentences with consonant blends for reading.

Snap up the sad flag and give it to Glen.

Grab and drag the drum into this tub of slop.

The swift, drab frog ran into the left loft.

He wants to rest before the next test so he  
can be at his best.

His clogs went clip, clop, clip, clop as he  
spun on the spot.

Scrub and twist the scrap crisp and give it to  
the sad, old, gold frog.

Sentences with consonant blends for dictation.

I will trap the slim slug in my best desk.

The smug cat went in the fat frog flap.

Frank must plop the  
plum into the pan of black dust.

Grab and drag the rest of the pram into the  
next loft and drop it on the dog.

She made the slim nest from soft silk and  
old milk.

You must trust the crisp rusk and give it to  
the soft dog in the loft.

## Essential digraph sounds

The following pages consist of essential sounds to be learnt next. They are digraph sounds.

**The pupil does not need to remember the word “digraph”. S/he only needs to know that the sound is made up from 2 letters and sounds differently from the 2 letters sounded out separately.**

I call these essential digraphs because collectively they cover the various sounds that make up English. When a pupil knows these sounds s/he can sound out all words when spelling.

S/he will not get all the words spelt correctly, however, because s/he knows only one version of every sound. So “hurt” will be spelt “hert” and “walk” as “work” etc. I teach these sounds first so as to empower the pupil to be able to write. Words can be spelt phonetically so that “tion” can then be spelt as “shun” and “high” as “hi”. Etc.

**It is essential that you do not mark as incorrect words spelt phonetically rather than correctly, at this stage.**

### *A week apart*

Each digraph sound should be taught separately and at least a week apart. If you want to keep your spelling words to an exact number the lists can be cropped.

The words should be both spelt and read. *You must test that the pupil can both spell and read these words.* If you only teach a dyslexic to spell then s/he will only learn how to spell, and if you only teach him/her to read then s/he will not know how to spell.

After this the pupil will go on to learn more versions of the same sound. It gets confusing then because the pupil learns just how mad English spelling is!

## sh words

shop

lash

dash

ship

wish

fresh

shut

hush

flash

shot

dish

blush

shed

cash

clash

sham

rush

slush

shin

posh

flesh

shelf

ash

brush

shift

fish

smash

shrub

gosh

shrug

push

bash

mash

sh sentences for reading.

Dad shot the shrub in the shed and hid it on the shelf.

Go and smash the shed and shift the shop and shut the cat flap.

Hush. Do not rush to brush the slush and mush the mash and fresh fish.

I keep fresh fish on the dish in my smashed shed.

sh sentences for dictation.

The man went to the ship shop to bash a fish.

I wish for a posh dish of fresh mash and damp fish.

I wish to smash a posh disk of shot fish and fresh mash.

### *Weekly spelling list.*

I would much prefer you to be following the previous instructions and getting your pupils reading and writing from dictation, but...

.....If you are unable to follow the previous instructions, or you wish to go over the words again as revision, and instead wish to give spellings every week for your class to learn then I have broken these lists down into 40 weekly spelling lists.

*There are 2 sets of 38*

Any pupil will benefit from learning basic phonics.

Please explain the new sound to your class and dictate these spelling lists to your class at least 3 times during the week.

Remember, that for the dyslexics in your class, it is all about learning a new sound and not about learning whole words.

### *+ Stupid words*

Some of the most common words in English have “stupid” spelling that are not at all phonic in nature. These are the hardest words for dyslexics to learn.

I add 2 of these to every phonic list. So each week 2 common, stupid words are learnt also.

Week 1

Date.....

Simple words "a"

had

mad

man

rat

sat

cap

sap

hat

ran

fat

pad

bad

+

l

the

Week 2

Date.....

Simple words "e"

fed

led

bed

hen

men

jet

pet

vet

wet

ten

peg

yes

+

all

be

Week 3

Date.....

Simple words "i"

did

hid

lid

dig

pin

win

fig

bit

sit

bin

pit

fin

+

do

so

Week 4

Date.....

Simple words "o"

lop

mop

pop

cod

rod

rot

not

top

hop

got

cot

jot

+

call

come

Week 5

Date.....

Simple words "u"

cup

pup

but

hut

bun

hug

mug

bug

sun

sum

up

jut

+

give

some

Week 6

Date.....

Consonant blends

drop

drum

drag

grab

grin

glib

grim

slim

slit

spin

flip

frog

+

like

made

Week 7

Date.....

Consonant blends

grip

slug

snap

plum

pram

clap

twig

trip

clip

stop

stub

twin

+

me

my

Week 8

Date.....

Consonant blends

belt

milk

sift

soft

lost

lisp

fist

rusk

test

nest

desk

fact

+

of

only

Week 9

Date.....

Consonant blends

fast

lost

swim

snug

snap

smog

held

help

must

swam

west

silk

+

to

two

Week 10

Date.....

sh words

shop

ship

shut

shot

shelf

shift

shrub

fresh

clash

smash

brush

shrug

+

too

one

Week 11

Date.....

th words

that

them

with

then

thin

thud

this

moth

thank

think

thump

broth

+

they

you

Week 12

Date.....

ch words

chip

chop

chat

chum

chin

chunk

chimp

punch

bunch

lunch

crunch

pinch

+

your

came

ure saying “er”

picture

mixture

adventure

creature

fracture

manufacture

capture

lecture

scripture

nature

future

miniature

fixture

furniture

figure

ure saying “er” sentences for reading.

He ran to capture the creature in the picture but found it to be a bad decision as it was only an image.

I hope to manufacture miniature furniture and fences for tiny cottages so that minute elves can live in them.

Future figures will be made from a mixture of plastic and cement and the population will eat them on special occasions.

Ure saying “er” sentences for dictation.

The lecturer’s adventure with nature was terminated when he was captured by wild snakes.

The wild creature in the picture was found in your house trying to move your furniture about.

In future everybody must make one invention a year, ask eight questions a day and go on an adventure every eighteen months.

ie saying "E"

thief	belief	priest
brief	relief	shriek
chief	field	thieves
mischief	shield	achieve
grief	wield	achievement
handkerchief	yield	

ie saying "E" sentences for reading.

The chief thief stole a handkerchief and captured a division of dancing clowns in France.

The captured priest shrieked with relief when he was rescued by eight action heroes.

It is a great achievement to get into mischief with a captured dancing priest.

ie saying "E" sentences for dictation.

It is my belief that your special handkerchief was stolen from the palace priest by the chief thief while you were capturing the invading televisions.

Yesterday I saw that miniature shield in a field on a mission to cause mischief with a well known thief and a village creature.

It was a relief to hear a shriek from the silence centre and to know that the danger was over.

