

Ph o n o -

G r a p h i x[®]

**SUPER
SPELLER**



Phono-Graphix[®] Reading Company

Unlock the door to literacy

Introduction To Super Speller

Correct spelling relies on two skills: the ability to separate sounds in words, and knowledge of the orthographic code. In the first five weeks of this spelling program we'll be focusing on separating or segmenting sounds in words. In the remaining units we'll be focusing on segmenting sounds in words while learning advanced code knowledge in single-syllable and then multisyllable words.

As you proceed through Super Speller focus on the sounds in words, using your pencil point or finger to indicate the 'sound pictures', or letters that represent the sounds. This is an important technique that underlies the Phono-Graphix approach to reading and spelling. If a child is reading a word and doesn't know a particular sound picture simply indicate the sound picture and tell the child the sound.



house

In the above example the child read the word as 'hose.' In this case the teacher indicated the <ou> with his finger and said 'ow'.

Do not use letter names or rules. These only serve to confuse the child and interfere in the decoding process. This is tricky until you get used to it. As adults we're used to referring to letter names. Whenever you get into an instructional situation in which you feel the need to say a letter name, just write the sound pictures instead, saying each sound as you do.

child sees sound pictures

rain



child hears sounds

'r' 'ae' 'n'

These techniques and the research behind them are discussed in more detail in the book *Reading Reflex*, published by Simon & Schuster's Free Press.

Super Speller is laid out in units one through four. Unit one deals with spelling three-sound words in a consonant / vowel / consonant configuration. There are three weeks of spelling lists in unit one. Unit two deals with adjacent consonant sounds in a consonant / vowel / consonant / consonant and consonant / consonant / vowel / consonant configuration. There are two weeks of spelling lists in unit two. Unit three deals with the advanced code (two or more letters representing a single sound). There are twenty-nine weeks of spelling lists in unit three. Unit four teaches the child how to spell in syllable chunks. There are four weeks of spelling lists in unit four. Each spelling list has activities that should be done all week leading up to the spelling test.

Unit One

Three-Sound Words In Basic Code

The challenges to accurate spelling at this level are the understanding that letters are pictures of sounds and the ability to separate the various sounds in words. The spelling lists and activities in the first three weeks will help the child understand and apply these principles.

List 1 – Practice Mapping Words

Write the words on the lines. Say each sound as you write the picture of that sound. There are enough lines to practice two times. Additional practice can be done on paper.

cot

pat

fat

mat

pot

cat

tap

cap

map

mop

cop

top

pop

sat

sap

SAMPLE

Circle all the words that have the sound 'a' in them.
Underline all the words that have the sound 'o' in them.

cot		cat		map
	fat		tap	
pot		sat		mop
	mat		cap	
pat		sap		cop

Write all the words that start with the sound 'c' on this line:

Write all the words that start with the sound 'p' on this line:

Write all the words that end with the sound 'p' on this line:

Write all the words that start with the sound 't' on this line:

Write all the words that end with the sound 't' on this line:

Write all the words that start with the sound 'm' on this line:

Write all the words that start with the sound 's' on this line:

Unit Three

Advanced Code

The challenges of spelling at this level are the understanding that many sound pictures can be made up of more than one letter, such as:

t r ai n and h ou se

that most sounds can be spelled in many ways,

late brain play eight

that some of those can represent more than one sound,

t r ai n
the sound `ae`

s ai d
the sound `e`

and the ability to recall which of the sound pictures to use in a given word.

came caim caym ceighm?

How many ways are there to show the sound 'o-e'? _____

Which is the most common sound picture for the sound 'o-e'? _____

Which sound picture of the sound 'o-e' happens most at the ends of words? _____

Circle the words that have the sound 'o-e':

not	go	top	so	on	no
	lot	Bob	most	hold	

show	now	crown	cow	tow	town
throw	frown	brown	glow	row	

Underline the pictures of the sound 'o-e' in the following words:

coast	crow	note
pole	loaf	show
know	told	tone
foe	toast	host
cone	home	goat
so	grow	smoke
glow	boat	most
toe	boast	roast
coal	no	poke
stroke	mold	throw