

A Study of The Hay-Wingo

Reading with Phonics

Being an investigation of a once popular American phonemic based phonics program, in an endeavor to determine the aspects of the program that made it successful and to provide a paradigm for the development of future optimal phonics programs. Based on the 1961 Revision.

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Linguistic Preface

Many years of painstaking research and word analysis preceded the work of organizing the phonetic facts about our language into the program of instruction found in *Reading with Phonics*.

In a purely phonetic language, there are as many letters in the alphabet as there are elementary sounds. Having twenty-six letters in our alphabet, we would expect to have twenty-six elementary sounds.

Actually, there are forty-four elementary sounds in English and only twenty-three alphabet letters with which to indicate them. The letters **c**, **q**, and **x** are superfluous. **C** has the sound of **k**, as in **cap**, and of **s**, as in **cell**. **Q** is used only with **u**, as in **quilt**, and has the sound of **kw**. **X** has the sound of **gz**, as in **exit**, and of **ks**, as in **tax**. The vowels must represent many sounds because the consonants, with very few exceptions, do not vary the sounds they represent.

Vowels are unobstructed sounds; they flow like water from a garden hose. However, in making a consonant sound, the breath is obstructed, as happens when a hand is placed over the opening of the hose, partly obstructing the free flow of water.

A stopped consonant is completely obstructed for an instant, as if the hand over the hose opening completely stopped the flow for an instant.

The voiced stopped consonants are **b**, **d**, and hard **g** (as in **go**). The voiceless stopped consonants are **p**, **t**, and **k** (including the **k** surd of **c**).

The stopped consonants end in an explosive sound at the end of a word, as the **p** in **mop**. This explosive sound passes into the vowel at the beginning of a word, as in **pan**. The following words will illustrate the initial and final stopped consonants: **bell** and **fib**, **den** and **nod**, **gas** and **hug**, **pan** and **mop**, **ten** and **sat**, **kill** and **duck**.

The voiced consonants are **w**, **v**, **l**, **r**, soft **g** (as in **gem** or **engine**), **j**, and **y**. The consonant digraph **th** (as in **then**) is also a voiced sound.

The continuants are consonants which are not stopped but are slightly prolonged. The voiceless continuants are **f**, **h**, **s**, **ch**, **sh**, **th** (as in **thin**), and **wh**.

The nasal sounds are made by the breath passing through the nostrils instead of through the mouth. The nasal consonants are **m** and **n**. The consonant digraph **ng** is also a nasal sound.

These interesting facts have been uncovered by the authors in their exhaustive research:

1. There are 268 monosyllables containing the short sound of **a**, as in **mad**. The only words that are treated as exceptions are **have**, **plaid**, as well as **bade** (not commonly used in this country).
2. There are 223 monosyllables containing the short sound of **e**, as in **led**.
3. There are 365 monosyllables containing the short sound of **i**, as in **pin**. The only common words that are treated as exceptions are **live** and **give**, which must be taught as sight words.
4. There are 134 monosyllables containing the short sound of **o**, as in **top**.
5. There are 251 monosyllables containing the short sound of **u**, as in **gun**.

These sounds present no difficulty, in either word recognition or spelling, for the child who has been carefully taught the consonant and short vowel sounds and how to blend them.

6. Ten per cent of our English syllables contain the long sounds of the vowels, made long by final **e**, as in **made**, **Pete**, **smile**, **hope**, and **cute**.

Ten per cent of our English syllables contain long vowel equivalents, or digraphs. A digraph is a combination of two letters representing a single simple elementary speech sound which may be either a vowel or consonant sound. A vowel digraph usually takes the long sound of the first vowel. The vowel digraphs are as follows:

ai , as in rain	ea , as in meat
ay , as in day	ee , as in feed
ie , as in pie	oe , as in toe
ue , as in sue	oo , as in moon
au , as in haul	oa , as in coat
ow , as in grow	ew , as in new
oo , as in look	aw , as in saw

The consonant digraphs are as follows:

ck , as in sick	ng , as in rang
sh , as in shall	wh , as in when
ch , as in chop	th , as in that

Strictly speaking, **nk**, as in **bank**, is not a digraph because it has two sounds. It is convenient, however, to list it with the digraphs because it is composed of two letters.

A diphthong is a union of two vowels, which form a compound sound. There are four of these in our language:

ou , as in out	ow , as in cow
oi , as in coin	oy , as in boy

Vowels that are modified by **r** are often-called murmuring diphthongs, although a true diphthong is a pure compound vowel sound. They are **er**, **ir**, **ur**, as in **hurt**; **or**, as in **horse**; and **ar**, as in **farm**.

There are 3,378 monosyllables in our language that contain vowel elements. The purely phonetic monosyllables number 2,931. Therefore, 447 monosyllables are unphonetic and must be taught as sight words. Of these 447 unphonetic syllables, 150 are strictly analogical. The appearance of these analogous words is misleading. In such words as **gold** and **pint** we would expect the vowels to be short, but they are long. We would expect the **ea** in **read** (past tense) to have a long **e** sound, but it has a short **e** sound. We would expect the **ie** in **priest** to have a long **i** sound, but instead it has a long **e** sound.

All this data proves that the great majority of our English monosyllables are purely phonetic. Much the same ratio, as indicated for monosyllables, also applies to polysyllables in our language.

Program Introduction

When children enter first grade, they have a comprehension vocabulary numbering thousands of words estimated to be upward of 20,000 words. And most of them are eager to learn to read! Their learning problem is not one of word meanings, but one of word recognition. The solution to teaching them to read lies not in a tightly controlled list of words each of which they must memorize as a configuration, or outline. Rather, the solution lies in teaching them – and early in the first grade – a systematic method of attacking and analyzing words.

Reading with Phonics presents the clearest, most direct, most effective method for helping a child to recognize words. For phonics is the connecting link between the child's comprehension vocabulary and the printed page. It is the key to fluent, independent reading.

Knowledge of the phonetic elements is learned through the auditory, visual, and kinesthetic senses. Children, however, must first be taught to listen for, and to recognize the sounds of phonetic elements in familiar spoken words. They must be made conscious that in every word they speak there are phonetic elements. Take, for example, such phonetic elements as **ai**, **ee**, **ie**, **sh**, **ng**, and **ck**. Unless these sounds are separated for the child from such words as **rain**, **feed**, **cried**, **shall**, **sing**, and **duck**, the children have to depend upon pure memory of the general shape of every word. Knowing the configuration of these words will not necessarily help them in independent reading of other words with like phonetic elements.

After a child knows a sound when he hears it, he is then ready to associate sound and symbol by learning discriminate visually between that symbol and other symbol and by learning to write the letter or symbol correctly.

With a simple stock of the five short vowels and ten consonant sounds, the child can independently unlock more than 150 familiar words, as well as read many new words, and, in so doing, concentrate on meaning. These are all words the child can analyze; he does not need to rely solely on memory of word formation, on context, or on pictures.

Thus, phonics helps the child to crash through the mechanical barrier of word recognition. Through phonics, he gains the power to read stories that have been read to him during his preschool years, plus all the reading material and literature he has not yet encountered.

Learning Methods

Three basic methods of learning are used when a new phonetic element is introduced in *Reading with Phonics* - auditory, visual, and kinesthetic training. First, children are taught to listen for a sound, developing their sense of hearing by means of exercises that are explained under the heading "Auditory Discrimination." Children are then taught to associate the sound and its symbol through their sense of sight by means of exercises that are explained under the heading "Visual Discrimination." Throughout these learnings, kinesthetic development is taking place in the correct movement of the tongue and lips; eye-muscle training by learning to read always from left to right; then, immediately following the auditory and visual exercises, the development of hand and arm through writing; and finally learning is extended to the whole body through games and play.

These games, described in detail, provide opportunities for application of the child's auditory, visual, and kinesthetic powers. Simple line drawings, which may be used as models, have been included in the Teacher's Edition to help illustrate the chalkboard games.

Suggested seatwork activities on a given sound and symbol provide opportunity for the teacher to work with a class or with any kind of group division that seems desirable.

The first fifteen pages (pages 5-19 of *Reading with Phonics*) are devoted to teaching the short vowel sounds - the first sounds an infant makes and ten consonant sounds. These fifteen pages provide a sufficient number of sounds for blending and building words with short vowels. Thus, if a child has learned these fifteen sounds, he can unlock many phonetic words, as well as parts of other phonetic words he has not yet learned or even parts of sight words. (In teaching sight words, it is recommended that the teacher develop and encourage the child's analytical skill as to sounds and symbols. The degree to which this should be done would, of course, depend upon the abilities of the group.)

Step by step, the children learn the other sounds and symbols. By the time they complete *Reading with Phonics*, they know the alphabet and the basic sounds that the letters make, and they can read fluently and efficiently. Forty-three of the forty-four elementary sounds are included. Only the **zh** sound is omitted, due to spelling variability (**azure**, **garage**, **pleasure**, etc.).

Practically every method of reading instruction includes some phonics training. A systematic development of a knowledge of phonics, however, is the best key to reading the great majority of words in the English language. It is only with a basic phonics program that sound, solid results in reading ability may be achieved.

Equipment and Materials

1. If satisfactory results are to be obtained, each pupil should have a copy of *Reading with Phonics*, Pupil's Edition. First, the child needs to have the material in page form for ready and constant reference as the teacher presents and explains the work given in the Teacher's Edition. Then, as he or she grows in command of phonetic principles, *Reading with Phonics* becomes a handbook for reference to those principles the pupil has already learned.

2. *Reading with Phonics*, Teacher's Edition, gives page-by-page instructions and step-by-step procedures to follow when teaching every element on every page of the pupil's book. Included are all the techniques that have been used by the authors and by teachers who have used this system and have secured phenomenal results in helping children learn to read.

Throughout the Teacher's Edition you will observe three uses of parentheses: (1) Information solely for the teacher; (2) reminders to the teacher to use the sound of the letter or letters; and (3) the desired response or answer from the children.

3. Large Phonetic Picture Cards, which provide infallible keys for the sounds they represent, will be found useful and are recommended in teaching the association of sounds and symbols. If a child has no speech impediment, he will learn the correct sounds from the pictures. If a child fails to associate a particular sound with its proper symbol, he has only to refer to the picture.

It is suggested that the teacher put these Phonetic Picture Cards on the chalk ledge when studying a new phonetic element. The Picture Cards may then be placed in some orderly arrangement around the room. If, however, the children show a tendency to use the Phonetic Picture Cards as crutches to associate sounds and symbols, the cards should be taken down for a while.

4. Three workbooks are correlated and recommended for use with *Reading with Phonics: A-Sounds, Letters, and Words* (correlated with pages 5-46); *B-More Letters and Words* (correlated with pages 47-73); and *C-Skills with Sounds and Words* (correlated with pages 74-119). (Note: Pages 120-128 provide a review of material previously presented in the textbook, and no workbook material has been correlated with these pages.)

5. The chalkboard is one of the most useful pieces of instructional equipment in the schoolroom. It should be used in teaching each new sound and symbol, as well as in giving the children practice in writing letters, blends, and words correctly. Some chalkboard work should be done with each phonetic element being studied.

No teacher's guide, of course, can be a blueprint that is to be followed exactly as presented. The instructions in the Teacher's Edition, as well as the instructional material, must be adapted, shortened, varied, or extended to fit the abilities of the children and their reading levels.

Reading with Phonics

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Copyright dates: 1948, 1954, 1960.

I also have the 1968 Student Edition.

On March 26, 2014, I got an email from a gentleman in North Dakota, who was in Mrs. Hletko's first class in 1951. He wrote:

Hello: Quite by accident yesterday I happened on your essay concerning the Hay-Wingo Phonics system. I just want to say that I was in Miss Hletko's first grade class in 1951 and was one of the guinea pigs for the system. As far as I'm concerned it was a tremendous success. I only wish I could have found Miss Hletko to say hello and congratulate her for her efforts on my behalf and that of my classmates.

Regards,

Ron R.
Fargo, ND

Introductory Sound Picture Cues

Five Short Vowels

a	A	Apple	cat
e	E	Elephant	bed
i	I	Indian	fish
o	O	Ostrich	top
u	U	Umbrella	duck

Ten Consonants

s	S	Squirrel	saw
m	M	Monkey	<u>m</u> onkey
f	F	Fox	fan
r	R	Rabbit	rabbit
n	N	Nest	nest
g	G	Goat	goat
b	B	Bear	bear
t	T	Tiger	top
p	P	Pig	pig
d	D	Dog	duck

The Short Vowel Blends

su sun
so- sob
si sit
se set
sa sat

sun sit sip sum send
sin sat sap Sam sand

Sam sits in the sun.
He makes a sand house.

mu must
mo mop
mi miss
me- met
ma man

met miss man mop mad
mat mess men map mud

Miss Muff met Miss Mop on a mat.
Miss Muff said, "Come play."

fu fun
fo fog
fi fit
fe fed
fa fat

fun fit fig fed
fan fat fog fad

fat fin fun
fan fit fuss

Peg said, "Funny fat pig.
Do you want a fig?"
Peg fed four figs to the pig.

ru run
ro rob
ri rib
re red
ra ran

red run rip rub rug
rid ran rap rib rag

Rags ran after a rat.
Rob ran after Rags.
Rob said, "Run, run, Rags!"

nu nut
no- not
ni nip
ne net
na nap

not nap nod nut
net nip Ned not

Nip has Ned's cap.
He wants Ned to get up and play.
But Ned naps on and on.

gu gun
go- got
gi gift
ge get
ga gas

got gas gun gust
get Gus gum gift

Gus got a toy gun.
Bob said, "What a gift to get."
Gus and Bob like toy guns.

bu but
bo Bob
bi big
be- bet
ba bag

bit bog big but bed
bat bag beg bet bad

bug bus big
bag but bit

Bob said, "I like the bat and bus."
Bess said, "I like the doll bed and
bib."
What gifts do you like?

tu tub
to- top
ti tip
te ten
ta tap

top	ten	Tom	tan	tap
tip	tin	Tim	ten	top
Ted	tag	tot	tug	tin
Ten	tap	top	tub	tip

“Put the top into my tub, said Ted.
“No,” said Tom.
“I will spin my top on the tub.”

Helpers

sa	be	ni	bo	me
mi	ru	ma	fe	ri
ba	se	bi	ro	bu
fo	fa	si	ge	mu
na	ne	fu	to	fi
go	ga	ti	no	tu
ta	mo	re	su	so
ra	te	gu	gi	nu

Helpers with Words – Identify Helpers

set	got	gas	bit
sit	get	Gus	bet
bad	met	fun	run
bed	mat	fin	ran

Final Consonant Discrimination

Sam	must	gun	bet
sat	muss	gum	beg
fun	run	bun	tan
fuss	rug	but	tag

Beginning Consonant discrimination

sat	bus	ten	tin
mat	Gus	men	fin
tag	fat	get	bed
bag	rat	net	fed

pu pup
po pop
pi pig
pe pet
pa pan

pin pot pig pup pun pit
pen pet peg pop pan pat

pet pump pan pot
peg puff pat pop

Pat pets his fat pig
“You are a fat pig.
But I like you,” said Pat.

du dug
do- dot
di dip
de den
da dad

dug did Dan Dot
dig dad den dot

Don and Dan said,
“Come, Dot, help us dig.”
“What shall we dig for?” asked Dot.

c₁ C₁ Cat

k₂ K₂ Kid

ck₃ Sock

cu

cuff

co

cob

ki

kiss

ke

keg

ca

cat

kid

cup

cot

can

Cass

kit

cap

cut

kin

kiss

I am funny Kit.

I have three funny cats.

My cats and I make a funny four.

a	e	i	o	u
sick	tick	pick	rock	Dick
sack	tock	pack	rack	deck
tuck	buck	nick	suck	duck
tack	back	neck	sock	dock
pa	da	ca	po	do
de	ke	pe	du	pu
cu	pi	di	ki	co

did	pin	cat	cut
dad	pan	kit	cot
pan	den	cot	did
pat	deck	cop	dip
pen	cat	dig	kid
pat	cap	din	kick
dad	pen	pick	dock
pad	den	Dick	rock
cat	duck	pin	did
pat	luck	kin	kid

I L Lion

lu luck
lo lot
li lick
le let
la lad

log land led luck leg lip
let lend lad lock lag lap

bell sill fell doll tell
bill sell fill dill till

“Laddy, you are a bad pet,” said Linn.
“I do not like what you did.
You bit my doll’s left leg.”

h H Horse

hu hug
ho hop
hi hit
he- hen
ha ham

hit hum ham hut hid
hat hem him hot had

Hop, hop went the grasshopper down the hill.
A hungry hen ran after him.
“I will get him,” said the hen.

Ending Consonant Blends

ten tent

ten	mill	hum	fell
tent	milk	hump	felt
bum	miss	den	bell
bump	mist	dent	belt
sell	pan	sill	muss
self	pant	silk	must
Russ	men	fill	ten
rust	mend	film	tend
sand	lift	bend	must
send	left	band	mist
hunt	luck	land	lump
hint	lock	lend	lamp
runt	damp	pomp	fond
rent	dump	pump	fund
hand	nest	silk	lift
band	rest	milk	sift
tend	fond	sent	sack
lend	pond	bent	back

Test of Ending Consonant Blends

can't	dent	nest	jump
tent	camp	sift	lift
duck	lump	rust	desk
bump	felt	self	kept
best	lamp	rest	luck

72 Review Words

and	Peg	ten	fell
Nan	had	Nick	rest
self	help	Bess	lift
dad	Bob	up	dust
am	if	sell	God
Bill	in	luck	duck
Ann	must	less	rat
at	not	us	hot
best	pick	must	nest
sad	ran	back	film
can	Dan	tell	fill
man	let	hill	bus
big	red	Nan	fat
but	run	sun	rent
did	Don	sick	lock
fun	sit	kick	miss
get	tell	test	desk
got	Ted	lamp	lump

j J Jug

ju just
jo job
ji jig
je jet
ja jam

Jim jig Jeff just
Jam jug jet jump

Can you fly like a jet, jumping jack?
“No,” said the jumping jack.
“I just jump up and down.”

w W Wagon

wi win
we- well
wa wag

will wet wig win went
well wit wag wind west

West Wind, come.
Come and lift Will's kite.
Send it up, up into the sky.

vV Valentine qu Qu Queen yY Yarn zZ Zebra

van	quick	yes	zip
vat	quit	yet	zest
vest	quilt	yell	buzz
vim	quack	yelp	fizz

Test

Review of **j, qu, y, z** and Mixed Blends.

went	quit	quill	Jess
wept	zip	jig	vest
men	just	must	wit
job	but	fizz	quilt
van	jump	fuzz	wig
yet	Jack	yelp	wag
jam	Jill	quick	west
Jim	wet	Jan	fuss
gum	well	buzz	jet
yes	wind	Jeff	web
quack	vat	jug	get
back	sick	Tess	vim
yell	sent	muss	will

Consonant Digraphs &

Other Letter Combinations

sh SH Sheep

shu	shut
sho	shot
shi	ship
she-	shed
sha	shall

shell	shut	shock	shun	shop
shall	shot	shack	shin	ship

hush	rush	mash	dash
has	rash	mush	dish

Shall I rest on the sand?
Or shall I sail my ship?
I wish I could tell what to do.

ch₁ Ch₁ Chick cherry tch₂ Witch

chu	chum
cho	chop
chi	chip
che	check
cha	chat

chip	chess	check	chum
chop	chest	chick	chump

punch	bench	bunch	lunch
pinch	quench	bench	hunch

“Shall we chop it down?” asked Chet.
“No, not this tree,” said Chuck.
“This is a nut tree.”

hitch	patch	Dutch	match
hatch	pitch	ditch	catch
rich	such	much	which

ng

sing	sang	ring	hang
song	sung	rang	hung
ding	wing	bang	ping
dong	king	gang	pong

nk

sink	rank	wink	tank
sank	rink	kin	bank
pink	link	chunk	bunk

th

thank	thin	thing	thud
thatch	thick	think	thump

this thus than that them then

wh

which	when	whip	whisk
-------	------	------	-------

x = ks

tacks	fix	ox	mix
tax	fox	ax	Max
box	six	wax	pox

REVIEW

at	bench	cash	dash	end
Ann	Beth	Cass	Don	Ed
fuzz	gush	hand	ink	jam
Fudd	Gus	Hank	it	Jack
king	lock	miss	nest	ox
Kit	Lad	Meg	Ned	on
path	quit	rag	six	ten
Pat	Quick	Rob	Sam	Tom
us	vest	wink	yes	zest
up	Van	Will	Yank	Zip

PLURAL ENDINGS AND POSSESSIVES

top	mat	duck	path	cuff	
top ^s	mat ^s	duck ^s	path ^s	cuff ^s	
Jap	Pat	Jack	Seth	Jeff	
Jap' ^s	Pat' ^s	Jack' ^s	Seth' ^s	Jeff' ^s	
ship	cut	kick	song	chick	
ship ^s	cut ^s	kick ^s	song ^s	chick ^s	
nest	bed	leg	king	shell	
nest ^s	bed ^s	leg ^s	king ^s	shell ^s	
Rob	Ted	Meg	Tom	Ben	
Rob' ^s	Ted' ^s	Meg' ^s	Tom' ^s	Ben' ^s	
rub	nod	wag	hum	run	sing
rub ^s	nod ^s	wag ^s	hum ^s	run ^s	sing ^s

TWO CONSONANTS BEFORE A VOWEL

Set 1: 30 Giant Helpers

Consonants b, c, f, g, p, s before l

	a	e	i	o	u
1.	la	le	li	lo	lu
2.	bla	ble	bli	blo	blu
1.	la	le	li	lo	lu
2.	cla	cle	cli	clo	clu
1.	la	le	li	lo	lu
2.	fla	fle	fli	flo	flu
1.	la	le	li	lo	lu
2.	gla	gle	gli	glo	glu
1.	la	le	li	lo	lu
2.	pla	ple	pli	plo	plu
1.	la	le	li	lo	lu
2.	sla	sle	sli	slo	slu

blu
blo
bli
ble
bla

blush
block
blink
bless
black

block
black

blend
bland

bliss
bless

blink
blank

clu
clo
cli
cle
cla

club
clock
cliff
clef
clap

clip
clap

clock
click

clink
clank

clinch
clench

cling
clang

flu
flo
fli
fle
fla

flung
flock
flip
fled
flag

flesh
flash

flip
flap

fling
flung

flit
flat

slu	slush
slo	slot
sli	slip
sle	sled
sla	slam

slip	slam	slush	slid
slap	slum	slash	sled

plan	plum	plus	plot
plant	plump	plush	plop

glad	glass	gland	glum
------	-------	-------	------

I will plant a plum tree.
 I hope it has fat, plump plums.
 Then, I will be glad.
 If it has no plums,
 I will be sad, or glum.

Test of Giant Helper Words with l

black	plan	class	flat
glad	slept	plant	sled
clap	slap	slip	clock
clip	glad	blush	block
flash	glass	cliff	fled
slid	cling	clung	slant

Set 2: Giant Helper Blends with the s
before k (c, k), m, n, p, t, w
before the vowel

	a	e	i	o	u
1.	ca	ke	ki	co	cu
2.	sca	ske	ski	sco	scu
1.	ma	me	mi	mo	mu
2.	sma	sme	smi	smo	smu
1.	na	ne	ni	no	nu
2.	sna	sne	sni	sno	snu
1.	pa	pe	pi	po	pu
2.	spa	spe	spi	spo	spu
1.	ta	te	ti	to	tu
2.	sta	ste	sti	sto	stu
1.	wa	we	wi		
2.	swa	swe	swi	swo	swu

scu
sco
ski
ske
sca

scuff
Scotch
skip
sketch
scalp

skin
skip

scat
scan

skid
skill

scuff
scum

smu
smo
smi
sme
sma

smug
smock
Smith
smell
smash

smack

smelt

snu
sno
sni
sne
sna

snug
snob
sniff
sne-
snap

snip
snap

snag
snug

snuff
sniff

snub
snob

spu
spo
spi
spe
spa

spun
spot
spill
spell
spank

spank
spunk

spin
span

spill
spell

spat
spit

stu
sto
sti
ste
sta

stuck
stop
still
stem
stand

stock
stick

stop
step

stub
stab

stuff
stiff

swu
swo
swi
swe
swa

swu-
swo-
swim
swell
swam

swim
swam

swift
switch

swing
swept

Review of Giant Blend Words

swift	stand	swell	clap	clock
fling	slap	spin	slam	slip
plan	glad	plus	glass	glum
black	flag	block	scalp	smash
smock	skid	plant	flash	swim
		stamp	spank	stick
		swing	clip	bless

I fling myself on my sled.
Down the hill I fly.
Trees and houses flash by.
My sled is as swift as a jet.
Suddenly it begins to skid.
Smash! Into a stump I go.
I stop and spill into the snow.

LONG VOWEL SOUNDS

Short *ă* to Long *ā* Words

can	hat	mat	cap	back
can ^e	hat ^e	mat ^e	cap ^e	back ^e
sham	fat	rack	tap	sack
sham ^e	fat ^e	rack ^e	tap ^e	sack ^e
pan	shack	mad	lack	tack
pan ^e	shack ^e	mad ^e	lack ^e	tack ^e
Sam	fad	Pal	man	quack
Sam ^e	fad ^e	Pal ^e	man ^e	quack ^e

Long *ā* Words

cake	date	came	daze	lame
make	gate	tame	gaze	flame
wake	late	game	haze	blame

Short Words with Long *ē*

me he she we be

Short ĩ to Long ī Words

rip hid shin din lick
ripe hide shine dine like

rid pick pin fin kit
ride pike pine fine kite

fill dick bit till Tim
file dike bite tile time

mill quit mitt dim pill
mile quite mite dime pile

Long ī Words

side wife wine lime dive

tide life mine time hive

wide fife nine dime five

Long ī Words with Giant Helpers

mile lime tile pike
smile slime stile spike

pine mite wine
spine smite swine

Short ō to Long ō Words

hop	rob	mop	tot	cod
hope ^e	robe ^e	mope ^e	tote ^e	code ^e
pock	rod	dot	not	doll
poke ^e	rode ^e	dote ^e	note ^e	dole ^e

Long ō Words

hope ^e	bone ^e	poke ^e	sole ^e	mope ^e
hole ^e	lone ^e	joke ^e	pole ^e	hope ^e
home ^e	tone ^e	woke ^e	mole ^e	cope ^e

Long ā Words with Giant Helpers

tone ^e	cone ^e	lobe ^e	poke ^e	lope ^e
stone ^e	scone ^e	globe ^e	spoke ^e	slope ^e

Short ŭ to Long ū Words

cut	tub	duck	cub	dun
cut ^e	tub ^e	duke ^e	cub ^e	dune ^e

Other Long Vowel Words

snake	rope	haste	time
those	tube	dive	hive
flame	safe	case	blaze
came	cube	tame	lame
like	dome	waste	quake
chase	plane	spoke	vase
vote	flake	while	tastes
stole	paste	white	pipe
tune	glide	fine	poke
mule	slope	fake	bone
these	gave	save	size

Long and Short Vowel Test
for Vowel Discrimination

1. rod	pane	like	dim
2. rode	pan	lick	dime
1. back	hope	ride	cut
2. bake	hop	rid	cute
1. note	shack	wine	pin
2. not	shake	win	pine
1. cube	doll	shine	Tim
2. cub	dole	shin	time
1. pale	tack	kite	tub
2. Pal	take	kit	tube
1. hat	same	hide	duck
2. hate	Sam	hid	duke
1. smoke	still	slide	spine
2. smock	stile	slid	spine
1. stoke	glad	plan	stake
2. stock	glad	plane	stack

Unphonetic Long Vowel Words

old	told	cold	hold
sold	fold	scold	gold

colt	bolt	toll	most
volt	molt	roll	post

find	kind	rind	child
hind	mind	wind	wild

go	both	so	jolt	child
blind	no	bold	pint	told
mold	mild	grind	host	kind

**Set 3: Two Consonants Giant Blends
with r before the vowel**

	a	e	i	o	u
1.	ra	re	ri	ro	ru
2.	bra	bre	bri	bro	bru
1.	ra	re	ri	ro	ru
2.	cra	cre	cri	cro	cru
1.	ra	re	ri	ro	ru
2.	dra	dre	dri	dro	dru
1.	ra	re	ri	ro	ru
2.	fra	fre	fri	fro	fru
1.	ra	re	ri	ro	ru
2.	gra	gre	gri	gro	gru
1.	ra	re	ri	ro	ru
2.	pra	pre	pri	pro	pru
1.	ra	re	ri	ro	ru
2.	tra	tre	tri	tro	tru

a

e

i

o

u

bru
bro
bri
bre
bra

brush
bro-
brim
Brett
brag

brand
branch

brick
bring

brag
brass

cru
cro
cri
cre
cra

crush
crop
crib
crept
crab

crush
crash

crunch
crust

crab
crib

cramp
crack

dru
dro
dri
dre
dra

drum
drop
drink
dress
drag

drank
drunk

drop
drip

drug
drag

a

e

i

o

u

fru
fro
fri
fre
fra

frump
from
Fritz
fresh
Frank

French
Fred

frog
frock

fresh
Fran

gru
gro
gri
gre
gra

gruff
grog
grip
gre-
grass

grand
grass

grunt
gruff

grin
grip

grasp
grant

tru
tro
tri
tre
tra

truck
trot
trip
trend
trap

trick
track

trim
trip

trust
truck

press

print

prim

prank

Review of r Blends with Short Vowels

grand	crisp	trade	bride
grill	print	grove	pride
frog	craze	graze	branch
dress	grunt	crack	truck
brave	brush	prize	drift
broke	bring	grape	crutch
tribe	frame	gruff	drill

Review of r Blends with Long Vowels

rate	ride	rave	rove
crate	pride	brave	drove
robe	rake	rave	rate
probe	brake	crave	grate
broke	grove	drove	
brake	grave	drive	
prize	grave	trade	grape
prime	craze	grade	drape

Two Syllable Words

With Short Vowels

run-**n**-ing

Rule: When a word with a short vowel ends in one consonant, we must double the final consonant before adding **ing**.

rub	run	pop
rubbing	running	popping
dig	hit	nap
digging	hitting	napping
dip	pin	win
dipping	pinning	winning
hum	hop	rob
humming	hopping	robbing
get	stop	chop
getting	stopping	chopping
shut	cut	pat
shutting	cutting	patting
slap	plan	skip
slapping	planning	skipping
spin	sit	let
spinning	sitting	letting

Rule: When a word ends in two or three consonants,
we add an **ing** right to the word.

jump
jumping

help
helping

stand
standing

sing
singing

think
thinking

pick
picking

bring
bringing

send
sending

print
printing

tell
telling

catch
catching

pitch
pitching

spend
spending

check
checking

sell
selling

Two Syllable Words

With Long Vowels

Rule: The silent e must be dropped before adding **ing**.

hide	hope	poke	take
hiding	hoping	poking	taking
wake	bake	ride	shine
waking	baking	riding	shining
bite	name	taste	chase
biting	naming	tasting	chasing
make	tame	gaze	rake
making	taming	gazing	raking
dine	joke	paste	doze
dining	joking	pasting	dozing
shake	like	hike	quake
shaking	liking	hiking	quaking
slide	blame	smoke	glide
sliding	blaming	smoking	gliding
drive	smile	trade	blaze
driving	smiling	trading	blazing
slope	brave	skate	grade
sloping	braving	skating	grading

Review of Two-Syllable Words

grazing	drilling	framing	matching
dresssing	hopping	hoping	stoning
flashing	hiding	printing	smashing
roping	spading	shaming	sketching
flaming	fussing	snipping	prizing

Vowel Digraphs, Diphthongs & Silent Letters

Murmur Diphthongs: R Modified Vowels

ar

far	bar	chart	darn
farm	barn	charm	dark
park	mart	car	tar
spark	smart	scar	star

or

for	cord	porch	horn
fork	cork	torch	horse
scorn	storm	morn	born
scorch	stork	morning	torn

Same Sound - er, ir, ur

er

her
herd
fern
jerk
term
clerk
berth

ir

sir
stir
girl
dirt
first
birth
third

ur

turn
burn
fur
curb
purrr
hurt
curl

ar

These are my cars. I have big cars, little cards, long cars, short cars – even carting cars.

Where do my cars go? To market, to farm – past house and past barn. They march in a line. They stop. They start. Sometimes they part. Where do they go, all these cars?

Well, they go where I make them go!

or

One morning Rick went jogging along on his horse. He saw Nora on her porch.

“Good, morning, Rick,” said Nora. “What is the horse’s name?”

“His name is North Wind. He is short, but he can fly like the wind.

“Will he fly if I toot my horn?”

“I cannot tell you.”

So Nora tooted her horn. North Wind stopped short, then with a snort, he tore down the road.

“What sport it is to ride a horse!” said Ric.

er ir ur

It was Jane’s third birthday. Her sister, Betty, was curling her hair.

“Turn this way. Then, I can curl the back of your hair,” said Betty.

“And do stand still. Don’t jerk your head or stir a bit. You must be a pretty girl for the party.”

“Will Bill come to my party?” asked Jane.

“Yes, and he will bring you a gift. I think it is a pretty purse.”

Mixed Practice

bark	stern	mark	north
card	sport	nor	burst
jar	pork	skirt	mark
sharp	fort	park	part
term	sort	form	sore
form	yard	charm	dark
more	tore	store	score
wore	sore	nurse	purse

Two Like Consonants

sit	spin	swim
sitter	spinner	swimmer
drum	plan	run
drummer	planner	runner
chop	cut	dip
chopper	cutter	dipper

Two Unlike Consonants

help	jump	camp
helper	jumper	camper
send	start	mark
sender	starter	marker
pitch	catch	farm
pitcher	catcher	farmer

2-Syllable Long Vowel Words – simply add r

ride	trade	chase
rider	trader	chaser
drive	make	shake
driver	maker	shaker
bake	smoke	time
baker	smoker	timer

er Added to Show Comparison

black	red	cute
blacker	redder	cuter
big	old	kind
bigger	older	kinder
brave	hot	cold
braver	hotter	colder

er in 2nd Syllable - No Base Word

summer	winter	corner
supper	dinner	letter
ever	never	under
better	sister	mister

For Vowel Discrimination & Review

dinner	filing	hopping
diner	filling	hoping
cuter	snipping	mopping
cutter	sniping	moping

Long Vowel Digraphs

ai

rain
train

ail
fail

rain
grain

rail
trail

grain
brain

wait
wail

maid
paid

fail
jail

pain
gain

tail
sail

mail
bail

laid
raid

ay

lay
play

ray
pray

way
sway

lay
clay

day
say

pay
gray

may
hay

gay
Ray

stain
pray
stay
paint
faith

vain
slay
tray
faint
plain

way
saint
aid
fail
may

pail
chain
aim
gain
nail

ai

ay

One day, long ago and far away, a milkmaid was going to market. On her head was a pail of milk. As she went, she made a plan.

“I shall sell my pail of milk. Maybe I shall get chickens. The chickens will lay eggs. By Christmas I will have a hundred. I shall sell them and get a dress. I shall look so pretty. Everyone will want to walk with me. Shall I let them? No, I shall toss my head and say....”

Just then she did toss her head. And down went the pail! “No milk,” she said sadly, “No milk, no chickens. No chickens, no eggs, No eggs, no dress.”

ee

deed	tree	heed	peep
deep	free	heel	peek
see	fee	wee	bee
seed	feet	weed	beef
seen	feed	week	beet
seem	feel	weep	beech
sleep	fleet	sweep	meet
sleeve	sleet	sweet	need
greet	freeze	sheet	keep
green	breeze	sheep	keen

ea

sea	leap	cheat	tea
seat	lean	cheap	teach
eat	read	leaf	beat
east	real	leap	beast
each	reach	leave	beach
dream	bean	deal	feast
cream	mean	meal	least

ea

ee

“Say what you mean!” the March Hare said.

“I do,” Alice replied. “At least – at least I mean what I say. That is the same thing.”

Not the same thing a bit!” said the Hatter. “You might as well say that I see what I eat is the same as I eat what I see.”

“You might as well say,” added the March Hare, “that I like what I get is the same thing as I get what I like.”

“The Dormouse seemed to be talking in his sleep. “You might as well say that I breathe when I sleep is the same as I sleep when I breathe.”

ie

y

lie	cries	cried	my	try
lies	dries	dried	by	cry
lied	tries	tried	fly	fry
tie	fries	fried	sly	dry
ties	spies	spied	ply	why
tied	pies	pie	sky	shy

Long ō with Silent Partner

oa

load	road	soak	goat	coat
loaf	toad	soap	boat	coach
	roast	coast	float	
	toast	boast	throat	

oe

Joe	hoe	goes	woe
foe	hoed	toes	toe

ow

low	row	bow	tow
slow	grow	bowl	crow
blow	grown	throw	show
blow	growth	thrown	snow

hollow	fellow	willow	window
follow	yellow	pillow	shadow

ie

y

Beth has made a pie. It is a peach pie.

“I made it for my mother,” said Beth. “I made a little pie for my kitten, too.”

Bob said, “Your kitten will die if she tries to eat that pie!”

Beth began to cry.

“Why, Beth! Don’t cry,” said Bob. “I’ll eat the pie so your kitten won’t die.”

oa

oe

ow

“I am going to a pet show,” said Joe. “My wagon is a float. In the wagon is a bowl of water. In the bowl of water is a boat. And what do you think is on the boat? It is my pet toad.”

“May I go to the pet show with you?” asked Joan. “I am taking my pet goat. Her name is Cocoa. I think she looks pretty with a yellow bow at her throat.”

Do you think the toad or the goat will win a prize at the pet show?

ea with sound of ě

read	breast	death	threat
bread	breath	dead	thread

health	dread	weather
wealth	tread	instead

ie with sound of ē

thief	brief	believe
chief	field	relief
grief	yield	priest

a with sound of ů

way	far	sleep	side
away	afar	asleep	aside

while	drift	wake	like
awhile	adrift	awake	alike

part	head	jar	stir
apart	ahead	ajar	astir

woke	muse	rose	top
awoke	amuse	arose	atop

ce=se

ci=si

cy = si

cent
cider

cell
civil

cease
cinder

center
cycle

ace
pace

ice
nice

face
race

lace
place

race
Grace

rice
price

pace
space

ice
slice

spice
twice

peace
piece

trace
grace

prince
prance

since
mince

hence
fence

dance
dunce

chance
France

Review

niece

mice

cyclone

spice

peace

thence

fleece

place

princess

acid

pencil

cease

cinch

piece

twice

nice

ice

ace

thrice

circus

cigar

cider

cistern

decide

ce

“Grace, will you go to the store for me, please?” asked Mother.

“Yes,” said Grace. “May I get some ice cream for dinner?”

“Indeed, you may. If I can find a pencil, I shall jot down the other things we need.”

This is the list that Grace’s mother made: rice, slice of ham, can of mincemeat, spice for pumpkin pie.

“Look at the price you pay for each thing,” said Mother. “And do race back before the ice cream melts. Now here is something nice for you. Ten cents to spend for anything you like.”

ou

house	found	pound	shout
mouse	sound	round	scout
loud	round	out	about
cloud	ground	our	abound

ow

how	down	gown	crowd
now	town	frown	crown
brown	growl	tower	power
down	howl	flower	powder

oi

oil	toil	coin	point
boil	soil	join	joint

oy

boy	joy	toy	oyster
boys	joys	toys	oysters

Review

voice	towel	cow	counter
mouth	coin	fowl	countess
sour	spoil	grouch	frown
count	choice	growl	Roy
counting	enjoy	moist	bounce

ou

ow

“A mouse! A mouse!” shouted Joyce.

“Where is the mouse, Joyce?” asked Roy.

“It is crouching under the couch.”

“Sh! Cease your shouting! Don’t make a sound. I will rout it out.”

Roy chased the mouse around and around. Pal growled and chased the mouse, too. At last the mouse ran out of the house.

“Now, you can get down off the chair,” said Roy. “Stop frowning. The little mouse has fled from the house.”

oi

oy

“Sit still, Pal! Be a good boy!” said Roy. “I am going to teach you a trick.

“Why are you teaching Pal a trick?” asked Joyce.

“I want him to win a prize in the pet show,” said Roy. “I am going to teach him how to balance a coin on the point of his moist nose.”

“Hold up a choice bit of meat. Then place the coin on his nose,” said Joyce.

“That’s a fine idea,” said Roy. “Would you like to join me in teaching Pal some tricks?”

“Yes,” said Joyce. “I would enjoy that, but I don’t think Pal would.”

y Added with Consonant Doubled

fun	gum	sun	dad
funny	gummy	sunny	daddy
Bob	Peg	Dan	Jim
Bobby	Peggy	Danny	Jimmy

y Added Directly to Base Word

dust	mess	soap	hill
dusty	messy	soapy	hilly
health	wealth	rain	sleep
healthy	wealthy	rainy	sleepy

Silent e is Dropped Before Adding y

bone	smoke	taste	wave
bony	smoky	tasty	wavy

Singular y to Plural ies

puppy	daddy	lady	baby
puppies	daddies	ladies	babies
dolly	party	candy	penny
dollies	parties	candies	pennies

Practice

cooky	fairly	carry	silly
happy	cookies	carries	handy
army	fairies	funnies	thirty

Silent Letters: gh, b, t, w, k,

sigh	right	thigh
sight	bright	light
tight	fight	slight
night	fright	flight
might	high	plight

not	night
knot	knight

knee	knife	know	knelt
kneel	knit	know	knock

right	ring
write	wring

wreck	wrong	write	wreath
wring	wrist	wrote	wretch

often	listen	hasten
soften	glisten	chasten

limb	comb	dumb	debt
lamb	climb	thumb	doubt

j

jam	jig	job	just
hump	joke	jest	Jean
James	Jane	jack	jail

ge=j sound

	change	range	engage
lunge	hinge	plunge	fringe
age	huge	sage	cage
wage	page	rage	stage
large	barge	charge	urge

dge-j sound

edge	ridge	badge	judge
ledge	fudge	dodge	bridge
hedge	lodge	wedge	Madge
pledge	budge	smudge	nudge

oo = ōo

coo	food	too	toot	goose
cool	fool	tool	tooth	loose
stool	spoon	droop	boost	booth
bloom	roof	room	zoo	soon
groom	proof	doom	shoot	moon

oo = o^uo

cook	look	hoof	good
book	took	hook	hood
wool	soot	crook	shook
wood	foot	brook	stood

foolish
moonlight
smooth
looking
footstep
teaspoon
fooling
stool
mood
gloom

noonday
goodness
wooden
cooker
boot
toothbrush
roomer
footstool
tooting
scooter

woolen
papoose
cooler
sooner
cooking
scooping
hooking
groom
booklet
coolness

oo = ōo

“The gray goose has been loose since noon,” said Mike.
“Help me find her, Patty.”

“Did you look in the chicken coop? Maybe she is roosting with the chickens.”

“She is a foolish goose, I know. But she would not go to the chicken coop.”

“Maybe she went to the barn for food.

“I have been there, too. But no goose.”

“I see her, Mike! She is hiding under the porch stoop. She is a foolish goose! She wants us stop play hide-and-seek with her.”

oo = oȯ

Pinocchio was a puppet made of wood.

One day he fell asleep near a fire. His wooden feet began to burn.

He awoke, took one look, and cried, “Goodness! What shall I do? I have a right foot but not left foot!”

He shook as he cried. “A right foot, but no left foot.”

Just then his father came in. “Stop crying, Pinocchio. I can make you a left foot out of a wooden spoon.”

ew

blew dew threw
flew grew chew

ue

blue true
flue glue

ew

new few pew sew
news dew mew anew

ue

due sue hue
flute prune rule plume
Judy Jupiter rude brute

Review

few mew threw news
clue grew chew pew
hue blue true brew
crew due blew glue

aw

saw	law	paw	dawn
jaw	lawn	draw	yawn
hawk	crawl	shawl	thaw

au

haul	pause	clause	sauce	caught
Paul	cause	fault	Maud	taught

al

halt	false	salt	bald	malt
------	-------	------	------	------

all

ball	gall	wall	fall
call	stall	hall	small

Review

daughter	also	already
salty	almost	crawler
crawling	caller	crawling
pausing	smaller	yawning
causing	taller	calling
drawing	halting	faun

au

aw

Paul and Maud were sitting on the lawn.

Paul said, "Let's play Indians. I will be a Shawnee chief. My name will be Hawk Eye."

"I will be your squaw," said Maud. "My name will be Bright Dawn. My doll will be our daughter. I'll call her, Little Fawn."

"I must daub some paint on my face to look like a real Indiana," said Paul.

"I will put on a shawl," said Maud.

Soon Mother came out.

She said, "My, my. Let's see what fine Indian scouts you are. Dig out all the weeds in this lawn."

al

all

There was once a happy circus pony. He was happy because people called him Half-Pint.

Half-Pint did not like the tall clowns. When they rode him, they made him feel so very, very small. He would halt, and they would fall. They would put him in his stall, and he would kick the wall all day.

The tall clowns always fooled him. They would give him salt instead of a lump of sugar.

se = z sound

chose	wise	praise
rose	these	please
nose	those	ease
pose	cheese	tease
pause	cause	noise
choose	because	rise

ph = f sound

telephone	nephew	pamphlet
prophet	phrase	photograph
elephant	orphan	telegraph
Phillip	phone	phonograph

middle	handle	wiggle
bundle	battle	puzzle
sample	circle	little
buckle	tickle	pickle

Three Initial Consonants

ream	ray	rap	rain
cream	pray	trap	train
scream	spray	strap	strain
screen	spring	street	splash
scrub	sprinkle	straw	splendid
scrap	spread	stream	split
scrape	spray	strike	splint
scratch	sprang	strip	splatter
row	rash	rust	rice
throw	thrash	thrust	thrice
thrill	throat	threat	three
scribble	struggle	scratching	
scramble	threaten	streamer	
sprinkle	threw	strainer	
straight	throw	strapping	
stranger	splitting	spruce	
stroke	scrubbing	thrush	
strong	throne	stretch	
struck	thrice	splinter	

tion, sion – shŭn sound

station	addition	mission
nation	affection	impression
portion	action	expression

or = er sound

actor	visitor	sailor	editor
major	razor	error	
labor	harbor	janitor	
favor	armor	elevator	
humor	debtor	mirror	
author	splendor	donor	

ed

taste	start	paint
tasted	started	painting
seat	fold	waste
seated	folded	wasted
light	print	trust
lighted	printed	trusted
shot	add	part
shouted	added	parted
plant	end	state
planted	ended	stated
need	land	act
needed	landed	acted
count	trade	toast
counted	traded	toasted
point	sight	wait
pointed	sighted	waited
crowd	list	sound
crowded	listed	sounded
rest	note	shade
rested	noted	shaded

ed = d sound

name	allow	change
named	allowed	changed
kill	burn	trail
killed	burned	trailed
play	enter	save
played	entered	saved
plan	rain	gain
planned	rained	gained
roll	fill	harm
rolled	filled	harmed
dream	pin	join
dreamed	pinned	joined
call	sail	fail
called	sailed	failed
turn	follow	stay
turned	followed	stayed
aim	form	lean
aimed	formed	leaned

ed = t sound

kiss
kissed

wish
wished

thank
thanked

reach
reached

march
marched

shape
shaped

race
raced

talk
talked

splash
splashed

box
boxed

place
placed

shock
shocked

hatch
hatched

rope
roped

smoke
smoked

pitch
pitched

pack
packed

mark
marked

kick
kicked

pick
picked

hope
hoped

bake
baked

stretch
stretched

look
looked

stop
stopped

stamp
stamped

like
liked

camp
camped

skip
skipped

jump
jumped

1.	kiss kissed hiss hissed	miss missed bless blessed	fuss fussed gas gassed
2.	puff puffed huff huffed	stuff stuffed cuff cuffed	sniff sniffed snuff snuffed
3.	hatch hatched fetch fetched	pitch pitched patch patched	hitch hitched stretch stretched
4.	reach reached march marched	poach poached perch perched	bleach bleached preach preached
5.	peck pecked smoke smoked	wink winked baker baked	mark marked like liked

6.	kick kicked crack cracked	quack quacked back backed	stack stacked wreck wrecked
7.	pace paced slice sliced	mince minced trace traced	price priced lace laced
8.	stop stopped skip skipped	tip tipped tap tapped	trip tripped flap flapped
9.	wish wished smash smashed	flash flashed hush hushed	fish fished splash splashed
10.	box boxed vex vexed	was waxed mix mixed	fix fixed relax relaxed

Test of Words Ending in ed

thanked	named	shouted
wished	played	counted
kicked	filed	crowded
reached	changed	added
picked	sailed	rested
stepped	aimed	acted
marched	dreamed	landed
pitched	called	printed
hoped	rained	waited
looked	smiled	folded
smoked	turned	painted

Fifth Sound of **a** as in **bare** and **air**

bare	fare	rare	spare
care	hare	share	snare
dare	mare	stare	parent
air	fair	pair	stair
chair	hair	lair	flair

One fine day Clair and Jim went to the airport. Their parents took them. They climbed the stairs to the roof. From the roof, they saw big airplanes land and take off.

A jet was preparing for flight.

“Where will it go? Asked Clair.

“It is going to Paris,” said Father.

“I would not care to go that far,” said Clair.

“I would care to and also dare to, said Jim.

Words for Practice Review

Two Syllable Words

a/bout	ba/by	doc/tor
ac/tion	bat/tle	east/ern
ad/dress	bet/ter	em/ploy
a/fraid	bor/der	emp/ty
a/gree	bot/tle	en/gage
a/larm	but/ter	en/joy
al/most	cab/in	en/ter
al/so	can/not	ex/cape
a/mount	cat/tle	eve/ning
ap/ple	cen/ter	ev/er
ap/ply	chap/ter	ex/cuse
ap/proach	chick/en	ex/pert
around	cir/cle	ex/pense
ar/rive	cit/y	ex/plain
art/ist	cor/ner	fair/ly
at/tack	dai/ly	farm/er
at/tempt	dark/ness	far/ther
au/thor	daught/er	fa/vor
a/void	din/ner	fel/low

a/way	dis/play	fif/teen
fif/ty	in/vite	mur/mur
fin/ish	it/self	my/self
fol/low	lead/er	na/tion
for/est	lit/tle	nei/ther
for/mer	low/er	nev/er
fun/ny	ly/ing	no/ble
fur/nish	man/ner	north/ern
fur/ther	mat/ter	num/ber
gath/er	may/be	on/ly
go/ing	meet/ing	or/der
hab/it	mem/ber	out/side
her/self	men/tion	o/ver
him/self	mid/night	own/er
hur/ry	might/y	own/er
hur/ry	might/y	pa/per
in/crease	mis/take	par/ty
in/deed	mod/ern	par/ty
in/side	morn/ing	per/fect
in/sist	mo/tion	per/haps
in/tend	mur/der	per/mit
plen/ty	set/tle	trem/ble

pock/et	shad/ow	twen/ty
por/tion	shel/ter	un/der
pow/der	sil/ver	un/known
pow/er	sim/ple	un/less
prob/lem	sis/ter	un/til
prof/it	slow/ly	val/ue
prop/er	splen/did	vir/tue
pub/lish	sta/tion	weath/er
pu/pil	storm/y	west/ern
quick/ly	strug/gle	wheth/er
rail/road	sub/ject	whis/tle
read/y	suf/fer	will/ing
riv/er	sum/mer	win/dow
safe/ty	sur/prise	win/ter
sail/or	ta/ble	with/in
sav/ing	teach/er	with/out
scat/ter	ten/der	wit/ness
se/cret	thir/ty	yel/low
sec/tion	tick/et	yel/low
ac/ci/dent	but/ter/fly	el/e/phant
ac/cord/ing	cab/i/net	e/lev/en
ad/di/tion	cal/en/dar	en/e/mies

Words for Practice Review

Three Syllable Words

ad/ver/tise	cel/e/brate	es/tab/lish
aft/er/noon	Co/lum/bus	ex/cept/tion
A/lad/din	com/mit/tee	ex/act/ly
al/pha/bet	com/pan/ion	ex/cel/lent
a/maz/ing	con/di/tion	ex/er/cise
am/bi/tion	con/sid/er	fam/il/y
an/i/mals	con/tin/ue	fol/low/ing
ap/pe/tite	dav/en/port	for/ev/er
ar/gu/ment	De/cem/ber	gar/den/ing
ar/ti/cle	de/cid/ed	hap/pi/njess
At/lan/tic	de/ci/sion	hes/i/tate
at/ten/tion	dif/fer/ent	hol/i/day
at/ti/tude	dif/fi/cult	how/ev/er
be/long/ing	easy/i/ly	hur/ri/cane
bi/cy/cle	e/lec/tric	im/i/tate
im/port/tant	o/ver/eat	sev/en/ty
in/di/cate/	o/ver/look	slip/per/y
in/dus/try	pas/sen/ger	sud/den/ly
in/tro/duce	per/fect/ly	tax/i/cab

in/vit/ed	pos/si/ble	tel/e/phone
in/ven/tion	pop/u/lar	tel/e/gram
in/vit/ed	pos/si/ble	tel/e/phone
jan/i/tor	po/ta/to	tel/e/scope
lib/er/ty	prac/ti/cal	ter/ri/ble
lo/ca/tion	pre/tend/ed	to/geth/er
min/is/ter	prob/a/bly	to/mor/row
mis/tak/en	prop/er/ly	trav/el/er
mo/tor/boat	re/la/tion	un/a/ble
na/tion/al	re/mem/ber	un/hap/py
news/pa/per	rep/re/sent	u/ni/form
no/bod/y	sac/ri/fice	un/luck/y
No/vem/ber	sat/is/fy	va/ca/tion
now/a/days	Sat/ur/day	vac/ci/nate
oc/ca/sion	sep/a/rate	val/en/tine
Oc/to/ber	Sep/tem/ber	when/ev/er
oc/to/pus	sev/en/teen	yes/ter/day

Review of All Vowel Sounds

All vowel sounds appear on the following review pages. Each group of words has like initial and final consonants sounds. This is a most important exercise. Let speed be the aim, as a part of a child's efficiency in reading is due to the rapidity of his word recognition.

The words in each column are to be pronounced by individuals. Before the child reads a column, he may be asked, "How many words that end in silent e do you see? Do you see any vowel digraphs? Any modified vowels? Any diphthongs? Say the words. Check on meanings of words.

Each column of words may be studied first to find all the short vowels, then long vowels, then modified vowels, the vowel digraphs, and then diphthongs.

burn	lap	bag	boast
barn	lip	big	best
burn	loop	bug	baste
born	leap	beg	Bert
sing	spark	top	mad
sang	speak	tap	mud
song	spoke	tip	maid
sung	spook	tape	made
rip	while	check	deck
rap	wheel	cheek	dock
ripe	whale	chick	Dick
rope	whirl	choke	duck
flirt	steal	sleep	drape
flat	stole	slip	drop
fleet	stale	slap	drip
float	tool	slope	droop

bad	beat	fit	bake
bud	bat	fate	bike
bid	but	feet	book
bird	bit	foot	beak
fad	cap	fan	lit
fed	cape	fin	let
feed	coop	fine	lot
fade	cop	fern	late
ford	cup	fun	loot
Sam	cheap	toil	had
sum	chip	tell	hid
same	chap	tale	herd
seem	chirp	tail	hide
seam	chip	tool	hard
God	room	spoil	trip
good	roam	spool	trap
cat	mile	tame	tick
cot	mill	time	tock
cute	mail	Tim	tack
cart	male	Tom	tick
coat	meal	team	take
cut	mule	term	took

sat	ban	sell	hat
seat	bone	sill	hate
sit	burn	sale	heat
set	barn	sail	hoot
salt	born	sole	hurt
seat	bean	soil	halt

sack	man	dad	hill
sick	men	dead	heel
sock	mean	deed	heal
suck	morn	died	hail
sake	moan	did	hole
seek	main	dud	haul
soak	moon	dude	hurl

rode	mat	lack	fall
red	mate	lick	fail
rid	meet	lock	feel
ride	mitt	luck	fell
raid	might	leak	fill
rod	met	like	file
read	mart	lake	fool
road	meat	look	foil

lad	ring	pat	pail
led	wring	pet	pale
laid	right	pit	peel
lid	write	pot	pal
lead	rap	part	pile
load	wrap	port	pole
lied	root	Pete	pool
knot	steak	pick	will
not	sack	park	well
night	stick	pork	wall
knight	stuck	pack	wail
knit	stock	peck	wool
peach	spine	star	sack
pitch	spin	store	shake
patch	span	stir	shook
porch	spun	stare	shark
claim	lawn	noise	rule
climb	lane	nose	rail
clam	loan	knows	role
short	miss	for	stair
shoot	mess	fare	star
shot	mass	far	store
shirt	muss	fair	stir

shape	torn	loud	bowl
ship	tin	led	bill
sheep	tan	lad	bell
sharp	turn	load	ball
shop	tone	lied	boil
him	must	goat	groan
harm	mist	got	grin
home	mast	gate	grain
Spain	strap	farm	trick
spoon	strip	foam	track
spine	stripe	form	truck
coast	base	band	fond
cost	Bess	bend	found
cast	us	bind	find
goat	stuff	slam	spill
got	stiff	slum	spell
gate	staff	slim	spoil
rack	peek	scar	girl
rock	pile	scare	gull
rake	pole	score	goal

Sight Words

Sixty important sight words are included in the list below. Most of these sight words have been taught and reviewed many times in the stories in *Reading with Phonics*. This list may be used for review and testing purposes. Point up the phonics element in these sight words.

(Note: **Shall** is included here because of the sound of all taught in the book. However, children do learn **shall** phonetically earlier in the book.)

again	father	one	two
along	four	only	very
any	full	pretty	walk
are	give	pull	want
been	goes	put	warm
both	have	said	was
buy	here	shall	wash
come	laugh	come	were
could	live	talk	what
do	long	the	where
does	many	their	who
done	mother	there	work
don't	of	the	would
eight	off	to	you
everyone	once	today	your

Reading with Phonics

Robert C. Auckerman's Description
in *Approaches to Beginning Reading* (1971)

Origins

For twenty years Miss Julie Hay carried on a study of the unabridged dictionary in an attempt to determine a set of basic, generalized phonemic principles. In 1942 Miss Hay's school principal, Charles E. Wingo, teamed up with her on a five-year study aimed at transferring those phonemic principles into practice.

The schools chosen for the study were in the Argo-Summit-Bedford Park (Illinois) school system. In 1948 the study resulted in what has become known as the "Hay-Wingo" basic phonemic method, printed under the name, *Reading with Phonics*.

Unfortunately, Miss Hay passed away the same year as the new method came from the press. Miss Mary Hletko then was invited to join Professor Wingo in the work, but it was many years before the system became known as the Wingo-Hletko method. Indeed, it is still most generally referred to as the "Hay-Wingo" system. Mr. Wingo, now Professor of Education at Monmouth College in Illinois, conducts numerous workshops in which the *Reading with Phonics* method is demonstrated.

In her research, the late Miss Hay found justification for her claim that our language is "87% phonemic and only 13% partially non-phonemic." Consequently, the concept of a phonemically-regular American language provides the cornerstone for *Reading with Phonics*. Accordingly, the claim is reiterated by Professor Wingo to the effect that systematic, sequential training in the 19 vowel sounds and 25 consonant sounds will result in a tool which the child can use to unlock the pronunciation of 87% of our words. At the same time, it is claimed that the 13% "partially-phonemic" words also may be partially unlocked by this intense mastery of phonemics. It has been unequivocally stated that "systematic, sequential training [in phonemics] ... provides correct pronunciation of any strange words falling within the aforementioned 87% in any reading situation: Such a broad statement serves to emphasize the fact that *Reading with Phonics* is a highly-structured basic phonemic system.

The objective of the approach is for a child to have an independent command of 62% of all phonemic syllables in our language by the time he recognizes short Vowel sounds; 20% more by the time he has learned the blends and the ...final-e... rule and the five long vowel sounds. Another 10% increment is said to be added when the child learns the rule "vowels modified by r". The manual summarizes this rapid accumulation of phonemic power during the First Grade by stating that the child is left with only 8% of the phonemic syllables to be learned by means of memorization of orderly phonemic rules.

Although there were others such as Paul Kee and E. W. Dolch who in the 1940's were recommending an increased attention to phonemic elements in beginning reading, Professor Wingo states that his own research alone convinced him that schools should "return to a teaching of phonics". It is noteworthy that he reached that conclusion fully a decade prior to the pronouncements of Rudolph Flesch who capitalized on the "phonics controversy" with his best seller, *Why Johnny Can't Read*. Flesch is mentioned here, not because he contributed anything other than fuel for the fire, but because his suggestions for correcting the reasons "why Johnny can't read" are so very similar to the materials delineated in the Hay-Wingo *Reading with Phonics*.

Viewed in the historical perspective of the “phonics controversy”, it is certainly fair to credit Hay-Wingo with the development of a system of phonemics based on years of painstaking work. Of equal historical and professional importance is the fact that their method was not an opportunistic “crash program” to get something on the market to cash in on the new demand for a book that offered a solution to the “phonics controversy”.

Method and Materials

The *Reading with Phonics* system has been termed by Mr. Wingo as a “synthetic” method as opposed to the “analytic” method most often used in the basal reader series. The distinction is more clear if one thinks of the “synthetic” method as “synthesizing” or blending together the separate sounds of the letters to form wholly-pronounced words. The “analytic” method, on the other hand, is one in which the child sees the whole word and attempts to use “word analysis” skills by breaking it down structurally or phonemically into its parts. Psychologically, the “synthetic” phonemic method is part learning-later to be assembled into a whole.

Like most basic phonemic systems, *Reading with Phonics* bypasses reading readiness activities. It is assumed that at the time children reach school age, most of them are ready to learn to read. It states: If a teacher will begin THE FIRST DAY OF SCHOOL (in the First Grade) to teach youngsters that the symbol a represents the first sound in **apple**, she will have put in motion the most effective “readiness” program ever devised for a first-grade reading program.

Some concession is made in the teacher’s manual, for it recognizes the need for a basic sight vocabulary before being thrown into rote memorization. It is suggested that a few one-syllable sight words be learned - perhaps through experience charts in Kindergarten. The child should learn to read and write those words before starting his phonemic training so that he may construct short sentences with their aid.

The basic (and only) text in the Hay-Wingo system is the hardcover book, *Reading with Phonics*, which is used daily throughout the First Grade.

The teacher’s manual instructs the teacher to proceed immediately in Grade One (or in second semester of Kindergarten) with the five short vowel sounds. It is implied that this can be accomplished by Friday of the first week of the First Grade in September, but it is probable that experienced teachers would provide a more realistic time schedule.

Reading with Phonics provides some very vivid and colorful pictures for teaching the five short vowel sounds. The sound of “a” is represented by a full-page picture of a big red **apple**. A circus **elephant** is used to represent the initial consonant sound of short “e”. A full-page rendering of an **Indian** is associated with the short “i” sound. The short “o” sound is graphically related to a picture of an **ostrich**. And the short sound of “u” is learned through the picture of an **umbrella**.

A set of 25 very colorful phonemic picture cards, which are reproductions of the colorful pictures in the text, is available for use as flashcards and/or for display around the room. They constitute one of the best sets of phonemic picture cards available.

One important difference in the Hay-Wingo system is the manner in which the short sounds of the five vowels are presented. Actually, all five are supposed to be learned simultaneously through rote memorization of the sequence: “**ahh**”, “**eah**”, “**iah**”, “**aw**”, “**uah**”. The class works on those short vowel sounds constantly. After the children as a group have mastered those sounds - always in sequence - they then learn them in association with the “key-words,” thus:

ă as in **apple**
ě as in **elephant**
ĩ as in **Indian**
õ as in **ostrich**
ũ as in **umbrella.**

It should be pointed out that the pages in the text and the larger phonics picture cards have both the small and capital vowel letter on them. Thus, it is hoped that the children will learn both parts of the alphabet simultaneously.

The class starts with the picture of the big red apple on page 5 and continues through page 20 of the text almost without interruption. This is to be accomplished in from three to five weeks at the end of which it is expected that the five vowel sounds and the ten consonant sounds, together with their key-words, will have been mastered.

In the listening games, the children are asked to close their eyes and to listen to the teacher pronounce a list of words that begin with “**ăhh**” as in “**apple**”. They are instructed that when a word is pronounced that does not begin with “**ăhh**”, the right hand is to be raised.

The word-drill exercise contains many words which are not in the usual vocabulary of children. For example, one of the drills includes such words as “**album**”, “**avalanche**”, and “**atlas**”. An additional word list suggests that the teacher dictate words from three to five syllables, such as “**admiral**”, “**alibi**”, “**antelope**”, “**antenna**”, “**Amazon**”, “**absurd**”, “**accelerator**”, “**agony**”, and many others.

The justification for including such words is vocabulary improvement. It is claimed that such words are “not too difficult for bright first graders to read, spell, and understand before the end of the year”.

As drill progresses with the “**ăhh**” sound of “**a**”, the teacher is supposed to insert words with initial sounds of “**eah**” and “**iah**” – not to confuse the child, but so that the class “may learn to make the nice discriminations between these closely related sounds”. It is also promised that “the basic auditory drills tend to increase attention span and encourage concentration.”

Drill on the ten most-frequently-used consonant sounds proceeds thus:

sss...as in squirrel	guh...as in goat
mmm...as in monkey	buh...as in bear
fff...as in fox	th...as in tiger
rrr...as in rabbit	pph...as in pig
nnn...as in nest	duh...as in dog

When working with the ten most-commonly-used initial consonants, a distinction is made between the first five (**s, m, f, r, and n**) and the five “stopped” consonants (**g, b, t, p, and d**). Inasmuch as the letter names are never pronounced, it is incumbent upon the teacher to have the class pronounce as purely as possible the first five sounds and the “stopped” consonant sounds which need a vowel as a helper. This, is making the “**gu**” sound, or the “**bu**”, “**tu**”, “**pu**”, and “**du**” sounds, the sound of the “**u**” should be minimized as much as possible.

The acquisition of the five short vowel sounds and the ten most-frequently-used consonants constitutes what is called the “Phonic readiness” stage from which the class advanced to the next “plateau”. On “Plateau Two”, the class is taught to blend – by assembling each of the ten consonant sounds with each of the five short vowel sounds. This is to be accomplished in each instance all in one breath – thus producing a morpheme, which is a word fragment or a pronunciation unit.

Reading with Phonics calls this process “short vowel blends.” Actually, this is “synthesizing” of a consonant sound with a vowel sound – or to be more specifically, an initial consonant sound with a vowel with a short vowel sound, with another consonant sound added at the end – thus creating a three- or four-letter word or syllable.

The special feature used in *Reading with Phonics* for accomplishing this synthesis is, “Who can slide “**s**” to “**a**?” As the children “slide” from the initial consonant “**s**” to short vowel “**a**”, the teacher writes that blend on the board. These blends are called “helpers” because they help make words. This is followed with a work on “sliding” from “**s**” to short vowel “**e**”; from “**s**” to short vowel “**i**”; from “**s**” to short vowel “**o**”; and from “**s**” to short vowel “**u**”. This accomplished the next step is to construct words by sliding in this manner:

- “sa”, and add “d”
- “se”, and add “t”
- “si”, and add “t”
- “so”, and add “b”
- “sa”, and add “m”

Using the “sliding helpers”, the class constructs what the Hay-Wingo system calls “ladders”, not only starting with “**sa**”, but with the other nine previously learned “commonly-used” consonants.

The phonics ladders in the Hay-Wingo system always begin with the short “**aah**” at the bottom and proceed up the ladder to the short vowel “**u**”, as illustrated in the following ladder using short vowel helper blends:

su	Sun
so	Sob
si	Sit
se	Set
sa	Sat

The use of such “ladders” is one of the features of *Reading with Phonics*. They are printed in two colors, thereby emphasizing the specific phonemic element being stressed in the lesson. The use of color as a visual reinforcement is one of the strengths of the phonics text.

Another, but somewhat less successful, scheme is used to indicate the three spellings of the “k” sound, and its application in use. The “c” as in “**cat**” is indicated with the “**c₁**”. The “k” as in “**kid**” is “**k₂**” and the “**ck**” as in “**sock**” is “**ck₃**”: The use of the “k” sound is indicated thus:

c₁ to be used before vowels **a, o, and u**.

k₂ to be used before the vowels **e and i**.

ck₃ to be used *after* vowels.

The accompany “Ladder” to illustrate the use of the “k” sound is:

<u>cu</u>	<u>cut</u>	(c ₁)
<u>co</u>	<u>cob</u>	(c ₁)
<u>ki</u>	<u>kiss</u>	(k ₂)
<u>ke</u>	<u>keg</u>	(k ₃)
<u>ca</u>	<u>cat</u>	(c ₁)

Examples of “**ck₃**” are:

sack, sick, tuck, back

The students are encouraged to use the three types of “k” sounds in constructing phonograms, first in single-syllable words, and later in polysyllabic words.

Work with short vowel sounds is complete with an elaborate set of exercises for drill on some of the more troublesome short vowel “blends”. In each instance the initial consonant “slides” into a vowel as follows:

“l” as in lion	“v” as in valentine
“h” as in horse	“qu” as in queen
“j” as in jug	“y” as in yarn
“w” as in wagon	“z” as in zebra

Upon completion of work on those short vowel “blends”, the structure of the method then shifts to consonant digraphs. Inasmuch as the “digraph” consists of two letters pronounced as one, it occasionally presents a difficult problem to a young child who, up to this point, has been taught that each letter has a separate sound. Generally, the consonant digraphs represent one sound. In the Hay-Wingo system, the child learns it thus:

“sh” as in sheep	“nk” as in bank
“ch ₁ ” as in chicken	“th ₁ ” as in thimble
“tch ₂ ” as in witch	“th ₂ ” as in that
“ng” as in king	“wh” as in whip

and finally, the “x” sound is added, as in **box**.

Recognizing the fact that systems of phonics cannot rely completely upon rote memorization, the Hay-Wingo system has devised some phonics rules which apply to digraphs.

1. "ch₁" is used at beginning of words "chop" and after letter "n" as in "bench".
2. "tch₂" is used after all short vowels and on the end of a one-syllable word
3. "ng" changes to "nk" in "thank" or "think".
4. "th" is voiced" when used in "then" and "unvoiced" when used in "thing". The two sounds of "th" are counted as part of the 44 sounds of our language.
5. The consonant digraph "wh" is actually pronounced in reverse.

Ladders, using the five short vowel sounds, have been devised for practice with two consonants blending with a vowel that follows. The ladder using the "bl" digraph follows the pattern with "a" at the bottom.

blush
block
blink
bless
black

Other consonant digraphs are: **cl, fl, sl, pl, gl, sc, sm, sn, sp, st, sw, br, cr, dr, fr, gr, tr**. In each instance, the consonants slide into the following short vowel sounds of: **a, e, i, o, and u**. These and the others previously cited are called "GIANT" helpers.

Reading with Phonics states that, when all the consonant sounds and all their blends with the five short vowel sounds have been taught, "a child will have at his command the skill to unlock 62% of all the phonetic syllables in our language.

The major work with basic phonemics is completed with practice on the five long vowel sounds. This is extended to include the "final-e" rule which is stated:

If a word has two vowels, and the second one is a final *e*, then the first vowel is usually long and the final *e* is silent:

can	pet	rip	hop	tub
cane	Pete	ripe	hope	tube

Once the sequence of phonemic drills has reached this stage – much of it having been accomplished by means of rote drill by the whole group in unison – the individual child is considered to be ready to read and write and tell stories using all the words he has learned to make in word-family exercises and "synthesizing."

The child then progresses to word construction by forming two-syllable words through the addition of endings such as "ing" to verbs, and the making of compound words. The remainder of Grade One is utilized in drill on the 13% "partially phonetic" and on irregular elements of our language. This includes work on the following phonemic elements:

The fact that **double-o** represents two sounds as illustrated in the words "cool" and "cook."

The three spellings of **hard-j**, designated as **j₁** in "jam"; **ge₂** as in the ending of "change"; and the **dge₃** as in the ending of "judge".

The **double-e** sound is learned as associated with “**tree**” as **ee**₁ and with “**seat**” as **ea**₂.

The sound represented by **ew** in the word “**blew**” is designated with two spellings: **ew**₁ and **ue**₂ as in “**due**.”

The **aw**₁ in “**saw**” is compared with the **au**₂ as in “**haul**”.

The **al**₁ in “**salt**” is learned as a different spelling from **all**₂ as in “**ball**.”

Three spellings are learned to indicate the **oa** sound. They are: **oa**₁ as in “**boat**”; **oe**₂ as in “**toe**”; and **ow**₃ as in “**slow**.”

oi₁ as in “**oil**” and **oy**₂ as in “**boy**” represent that sound.

ai₁ as in “**rain**” is paired with **ay**₂ as in **play**.

The *Reading with Phonics* system also introduces what are called “modified” vowels, in which the five short vowels are modified by the letter “**r**”, thus; **ar** as in “**farm**”; **er**₁ as in “**her**”; **ir**₂ as in “**girl**”; **or** as in “**for**”; and **ur**₃ as in “**burn**.”

It should be noted that the three spellings of the **er** sound are designated by the three sub-exponents but are kept in the “**a, e, i, o, u**” sequence.

Finally, Hay-Wingo introduces an interesting innovation by designating the following *equivalents*:

ce = **se** as in “**cent**”
ci = **si** as in “**cider**”
cy = **si** as in “**cyclone**”
tion = **sion** as in “**nation**”
or = **er** as in “**actor**”
ph = **f** as in “**phone**”
se = **z** as in “**chose**”
gh = *no sound* as in “**sigh**” and “**night**”

Reading with Phonics is designed to be used as a basic phonemics text in Grade One. It is never claimed that it is a total reading program. Inherent in its emphasis on a basic phonemic approach to beginning reading is the necessity for contiguous rote memorization accomplished through drill. In order to make such drill somewhat more concrete, three workbooks have been made available. *Sounds, Letters, and Words* is designed to be used with work on “plateau one”. *More Letters and Words* is for “seat work” chiefly on consonant digraphs, giant helpers, and long vowel sounds.

Skills with Sounds and Words is a review workbook dealing with the more difficult phonemic factors. It is probably that the more gifted children could handle this workbook as they work from page 74 through page 119 of *Reading with Phonics*. It is also suggested that this, as well as two easier workbooks, be used with remedial cases.

Furthermore, inasmuch as Dr. Wingo recommends that a complete phonemic review and reinforcement be carried on throughout grades two and three. The supplementary workbooks are available for such review independently of the first-grade text.

Research Findings

Dr. Wingo has been helpful in providing the extant research studies involving his method. One of the significant studies has done as a doctoral dissertation at Southern Illinois University by David E. Baer¹. He compared the Hay-Wingo basic phonics method with an analytical or whole-word method. During the 1956-57 academic school year in Alton, Illinois, Baer worked with fourteen classes – divided into those seven working with Hay-Wingo “synthetic” phonics and the other seven groups (control) working with “analytic” phonics.

Both groups used the basal reader. The control group used the phonics presented through the basal reader series. The experimental group used a basal reader plus thirty minutes of daily phonemics work in the Hay-Wingo *Reading with Phonics* plus the three supplemental workbooks and the picture cards.

The work was done in eleven elementary schools. Only students who completed the academic year in the program were included. The median was 27 students per classroom. An attempt was made to equate the groups on hearing-test results, vision test results, experience, age, and rating. Both groups were 150 minutes of reading instruction per day ... the only difference being in the additional phonemic materials.

The *Gates Primary Reading Test* was administered to both groups in January and again in May. There was little difference between the achievement of the groups on the January testing. The test in May, however, produced the following results:

	<i>experimental</i>	<i>control</i>
word recognition	31.90	27.95
sentence meaning	31.55	28.35
paragraph meaning	18.13	16.30

Also in May, the *Metropolitan Achievement Test* yielded the following means:

word pictures	32.25	29.40
word recognition	21.25	20.29
word meaning	19.18	17.92

In three cases cited above, the differences were considered to be beyond the possibilities of chance. The report further states that the groups of average intelligence benefited most from the use of “synthetic” phonics, where that was not the case with children until they had reached Sixth Grade. In Grade Two the Hay-Wingo phonemic instruction was discontinued, and children in both experimental and control groups received only basal reader instruction. This was done until Sixth Grade. In May of their sixth year they attained mean scores on Form 2, *Gates Reading Survey*, as follows:

¹David E. Baer, “Phonics for First Grade: A Comparison of Two Methods,” *Elementary School Journal*, 59 (April, 1959) 349-402; “Two Methods of Teaching Phonics: A Longitudinal Study,” *Elementary School Journal*, 64 (Feb., 1964) 273-279.)

	<i>experimental</i>	<i>control</i>
vocabulary	7.27	6.67
comprehension	7.42	7.01
speed	8.50	8.33
spelling (real words)	12.84	11.1
spelling (nonsense words)	16.7	14.9

In assessing the results, the middle 50% on IQ retained the greatest benefits from the “synthetic phonics” ... with a slight difference for the low IQ children. It would be a mistake to believe that the results resorted on the follow-up phase of the study are of great significance, for there is no mention of controls such as quality of teaching, continuance of children in matching groups, nor even a test of significance (if any) of the differences.

Reading with Phonics represents what Dr. Wingo calls “56 years of research and rewarding practice”. He is, of course, referring to the twenty years which Julie Hay spent in research and classroom use, together with his own work with children and teachers during the 16 years which he has directed the reading laboratory in the Argo-Summit-Bedford Park Schools in Illinois. In addition, he has worked with hundreds of teachers during the many years in which he has directed the workshops and classes in reading at Monmouth College.

Reading with Phonics provides what is aptly referred to by its authors as a “synthetic phonics” approach to the whole complicated task of reading and comprehending. As such, it has enjoyed wide acceptance by teachers who feel the need for a compact package of phonemic exercises and a teacher’s manual keyed to them.

Notes on Hay-Wingo from Charles Walcutt's (1958)

Reading: chaos and cure

Facts that have long been known to remedial teachers are slowly coming to public attention by way of experiments conducted in various parts of the country. The Hay-Wingo program of phonics instruction is perhaps the oldest; it could have shown the way out of our swamp many years ago, but it has been scrupulously ignored in educationalist writings. Few people have not read *Why Johnny Can't Read* would suspect that the multitude of published attacks on it that an extended description of the Hay-Wingo system in practice, and of the brilliant results achieved by its use, in Argo, Summit, and Bedford Park, Illinois, is the central part of Flesch's book. A recent volume largely devoted to crushing Flesch line-by-line does not mention it. (Duker and Nally, *The Truth about Your Child's Reading*, 1955.)

The Hay-Wingo phonics approach unquestionably demonstrates the waste of time and unnecessarily high incidence of reading problems that go with the look-and-say method. It has been used with the same success with many other groups. One of the authors used it successfully and has seen it used with striking success for several years. Yet we find no mention of it in the leading experts' books in the passages where they discuss the labored letter-by-letter "word-calling" that supposedly results from a phonics method of reading instruction.

What is this system? The Hay-Wingo text, *Reading with Phonics*, J. B. Lippincott Company, Philadelphia, 1948, charmingly illustrated, presents the vowels, then the consonants, then two-letter combinations to which a third consonant is added.

su sun
so sob
si sit
se set
sa sat

It uses a combination of red and black lettering to set off the letter or syllable that is receiving immediate attention, and later it presents polysyllabic words with the syllables in alternating black and red. Having presented the simple vowel-consonant combinations in easy words, it goes on to more difficult consonant combinations and to irregular vowels, digraphs, and diphthongs – always with illustrations and a few sentences at the bottom of the page. At the back is a list of some 300 polysyllables (cancellation, application, constitution, compensation, conversation, etc.)

With this little book of 128 pages, and a reader, a child can be taught to read easily in a few months, so that he is "on his own" in any reading that is on the level of his vocabulary and understanding. Children taught have been consistently and impressively above national reading norms. Visiting the first grade in Bedford Park in March, 1954, Mr. Flesch found the children able to read passages like the following at random from the newspaper.

Suburban Riverside's policemen were ordered yesterday to capture, dead or alive, a brown squirrel named Marge. The hunt means a great deal to the 10-year-old girl who was bitten by the creature on Tuesday.

The first-grade class was divided into three groups. The poorest group was reading the Scott, Foresman reader for the first half of second grade; the middle group was half through the Scott, Foresman reader for the first half of the third grade, and the top group – which consisted of just over half the children in the class – was reading the Scott, Foresman reader for the second half of third grade. Furthermore, the children did not read in a word-calling singsong. They read with expression, humor, and appreciation.

Results at Argo and Bedford Park are consistently a year above national norm in all subjects, and there are no nonreaders except for occasional feeble-minded children. The high-school students qualify for and unusual number of scholarships to colleges and universities. The school spends five times as much on books as the average school system. And yet our own observation and experience indicate that those claims are low compared to what might be if the initial gains of a good phonics method were improved upon by continued appeal to the children's capacities with interest and challenge materials of study.

One first reaction to the Hay-Wingo text is that it might be a trifle cut-and-dried to take a group of children through the drill on letters and parts of words – even that might arouse antagonism or bore a group of lively children; but we have used it and seen it used with spectacular success that we know nothing could be further from the truth. Children are attracted by the book at once. We spoke to one woman who was teaching for the first time and had been given a class of third-graders of whom a fourth were virtually nonreaders. Knowing almost nothing about her task, she had taken up Hay-Wingo more less at random. “You see,” she said, “I didn't know any phonics and I didn't know how to teach reading and I didn't know what to do till I found this book.” She had graduated the year before from one of the countries' outstanding schools of education, but her courses had given her no clear-cut system that she could employ with assurance and definite results.

In her class now, everyone was reading (after four months) and making great strides in spelling, and the better pupils were reading independently for pleasure.

This young woman mentioned an experienced teacher down the hall, who had just discovered Hay-Wingo and was using it for the first time with her second grade. The latter was likewise enthusiastic. Never had she achieved such results. The nonreaders who had constituted a fourth of her group (whom the first-grade teacher had reported as not having achieved reading readiness) had quickly learned to read, including one child with an I.Q. of 75. Spelling was better than she had ever seen or dreamed possible in the second grade. The children were reading library book and newspapers. Parents of these children were already learning with delight that they were being spared their neighbors' worries about reading. When the town's reading supervisor learned of this success, she went right on talking about reading readiness to a group of parents and denying that there were nonreaders in any of the schools. The teacher's spectacular success was ignored.

Hay-wingo has been used with remedial-reading classes from the grades through high school. In one school there were children from eleven to eighteen years old who were reading on second- and third-grade levels. They had been subjected to interminable doses of “phonics” and had developed a stubborn despairing resistance. They were shown the four-syllable words like transportation and emergency on page 122 of Hay-Wingo, which they could not read, and promised that if they went through the book one easy page a time, they would be able to read these big words by the time they got to page 122. Cooperation was secured at once. When these children were brought to concentrate on particular and definite tasks, so that they knew what they were supposed to be learning, they were uplifted with enthusiasm that was touching to witnesses. Sloppy writing became neat. Lazy children became industrious. Particularly interesting was the way one boy who had been described by his teacher as incorrigibly lazy suddenly caught on to the nature of reading – “It just kinda dawned on me,” he said – and was transformed” in a few months into an A student. The whole group made an average of two years’ improvement in just under four months. And they continued on up after that.

A courageous Superintendent of Schools in Sausalito, California, Mr. Marcus Davis, has converted all the schools in his town to the Hay-Wingo method. They use the book as standard for beginners and as a remedial text for problem readers and spellers through eighth grade. The results have been so good, the children are reading so much more and so much better than they used to, that Mr. Davis tells a glowing story of happy children, happy teachers, happy parents. His own pleasure in this accomplishment is tremendous. He began four years ago by appealing for volunteers among teachers, to try the new system. Results sold themselves and now the system is used by everybody. A painless revolution has transformed both the school and its relationships with the town.

Mr. Davis reports that there is a 50 per cent turnover among the children in the poorer section of town and that many of these children had previously been considered unteachable. Frequently their speech was so retarded that it was hard to understand them. Yet they all learned to read and spell, and as a result of that year’s drill in phonics they learned to speak clearly too.

Results of the Metropolitan Reading Test in one school were:

	Lowest Score	Median Score	Highest Score
1 st Grade	1 . 8	2 . 5	3 . 5
2 nd Grade	3 . 0	3 . 4	4 . 7
3 Rd Grade	4 . 1	4 . 6	7 . 5

The teachers at Sausalito were trained in a summer workshop led by a teacher whom Mr. Davis imported from Bedford Park, Illinois. Is there any reason why your superintendent could not do likewise?

You can read the rest of *Reading: Chaos and Cure* by Charles Walcutt at the URL below:

<https://archive.org/details/in.ernet.dli.2015.112020/page/n139>

Eyewitness Report of Hay-Wingo *Reading with Phonics*

By Rudolf Flesch

This chapter consists of my eyewitness report on the teaching of reading with phonics.

In the course of my research for this book, I came across the book *Reading with Phonics* by Julie Hay and Charles E Wingo, which I mentioned earlier. I learned that one of the authors of that book, the late Miss Hay, had been a teacher in the public schools of the Argo-Summit-Bedford Park school district near Chicago; the other author, Mr. Wingo, was and is superintendent of schools in that district. All the schools in that district teach reading with phonics.

In March 25, 1954, visiting the school in the Argo-Summit-Bedford Park district.

The three communities are about ten or fifteen miles outside Chicago. There is a large plant of the Corn Products Refining Company in Argo; it is a purely industrial suburb, as are Summit and Bedford Park. The people who live there are working-class people; there is a sizable colored population, and one of the schools in the district is all colored. On that Thursday last March the whole neighborhood looked poor, bleak, shabby – the last place in the world where you would expect to find a great experiment in education.

I first went into a first-grade classroom in the W. W. Walker School in Bedford Park. There were twenty-three children in that class. The teacher's name was Miss Mary Hletko.

Miss Hletko explained to me that it was the usual practice to work through the Hay-Wingo primer during the first year and to review it in the second and then again in the third year. This year, however, with this particular class, she had finished the book in the first semester.

She had divided the class in the usual manner into three groups. There are twelve in the top group, six in the middle group, and five in the poorest group.

The children made an excellent impression on me. They were alert, polite, and well behaved. During the hour that I spent with them, Miss Hletko had no occasion to use any discipline. They were not at all fazed by having a visitor present in the classroom. They were clearly interested in what they were doing and obviously enjoying themselves.

Miss Hletko first had them write sentences on the blackboard about things that had happened the day before. This was something on the order of the experience charts I described in the last chapter. But the difference was tremendous. These first-graders didn't dictate to their teacher. They wrote their experience charts themselves!

This is what they wrote on the blackboard, each of five children doing one sentence, while I was looking on.

Last night it rained with thunder and lightning.

The footbridge was washed away.

I saw a lot of dead worms on our front porch.

The worms crawled out of the ground to keep from drowning.

The ditches overflowed and the water ran off into all the yards.

I am not pretending that children performed this task quickly and flawlessly. It took quite some time to get all those words on the blackboard, and in maybe half a dozen places Miss Hletko had to help them with their spelling – not spelling the word for them, to be sure, but reminding them of phonetic rules they had learned. In each case they finally did remember the rule and spelled the word correctly.

Naturally, considering the fact that there had been a great storm and a flood the Chicago area the day before, there was a lot of excited talk about the subject matter of those sentences, and the children went through this activity in anything but a mechanical fashion.

Next, Miss Hletko, for my benefit, picked up a copy of that morning's Chicago Tribune and let the children read sentences from the paper. However, I wanted to make 100 percent sure of my facts. With her permission I took the newspaper myself and began to call children at random. Here are some of the paragraphs they read for me:

Police Commissioner O'Connor said yesterday that policemen will begin a house to house canvass tomorrow to assure that Chicago dog owners comply with the rabies quarantine imposed last December.

Suburban Riverside's policemen were ordered yesterday to capture, dead or alive, a brown squirrel named Marge. The hunt means a great deal to the 10-year-old girl who was bitten by the creature on Tuesday.

The weatherman is going to get up earlier than the farmer this summer to give the farmer an up-to-the-minute report on the day's weather outlook with his breakfast.

The first Midwest postage stamp show, sponsored by the Chicago chapter of the American Stamp Dealer's Association, will be held tomorrow thru Sunday in the La Salle hotel. More than 10,000 are expected to attend. A part of the stamp collection of ex-King Farouk of Egypt will be exhibited.

Of course, these first-graders didn't read the newspaper items in the way an adult would. They had a good deal of difficulty. Miss Hletko had to tell them what the symbol 10,000 stood for. She had to help them with some of the harder words, and in one instance – *Egypt* – the child was unable to work out the right pronunciation.

But the fact is, and I testify to it, that those children read what was in the paper. They were perfectly able to pronounce words they had never seen before, according to reasonable phonetic principles. The child, for instance, who read the item about ex-King Farouk, pronounced the *ou* in Farouk as in *house*. Another child, who read the headline REPORTS PROGRESS IN TREATMENT OF ATOMIC SICKNESS, pronounced the word *atomic* correctly, but put the accent on the first syllable. Needless to say, that six-year-old child hadn't the slightest idea of what the word meant. How could he? My point is that after six months in school he could read the word off the page.

Another boy read, and pronounced correctly, the word *canvass* in the first of the paragraphs I quoted. Just as a check, I asked him whether he knew the meaning of the word. He thought for a while, then said he had heard about canvas shoes. Which meant he *didn't* know the word in the sense that it was used in the newspaper. What he did know, however, was that the combination of letters, *c, a, n, v, a, s, s* stands for the sequence of sounds that makes up the words *canvass*.

After this interlude, Miss Hletko reverted to her normal procedure. There followed a period of reading. I learned that the poorest group was at that time reading the Scott, Foresman readers designed for the first half of second grade; the middle group was halfway through the Scott, Foresman reader for the first half of third grade; and the best group – consisting of twelve of the twenty-three children – was reading the Scott, Foresman reader for the *second* half of third grade.

The children in the best group started to read. I picked up the book – which was clearly marked “32” on the back – and asked them to read a story way back which they had never seen before. They started to read.

What happened there impressed me even more than the astonishing performances on the blackboard and with the *Chicago Tribune*. These children did *not* go through the ritual that I had seen performed dozens of times in another school. They did not chant the words, one by one, laboriously and insecurely, in monotonous, one-word-after-another singsong. Instead, they did something that I had seen done in no other classroom. *They read the story!* They went through the pages, at a pretty fast clip, with completely natural intonation, laughing spontaneously at one place, expressing surprise at another, following the thread of the story with animated suspense.

Afterward they talked a little about the characters and incidents of the story. (It was something about a pioneer family and a bear.) As a matter of fact, I myself had paid more attention to the performance of the children than the contents of the story. I realized with a delighted shock that they remembered considerably more of the story than I did.

Finally, I left Miss Hletko's first grade and visited some other classrooms in the same building. I found that another first grade had not yet finished the Hay-Wingo primer and was reading a second-grade reader. I found that in second grade they were reviewing the primer and were reading a third-grade book. I then spent some time in a sixth grade.

The sixth-graders were the products of a school system that starts with first-graders like those in Miss Hletko's class. They were bright, lively, and well behaved. Their teacher showed me a chart with the results of a recent achievement test in all subjects. There was quite a spread of grade level attainment by the twenty-one students in the class. In the right-hand lower corner of the chart, however, was a single figure, showing the average grade level achievement of the whole class *in all subjects*. That figure was 7.5. The sixth-graders, by March, had reached the standard of seventh-graders in other schools reached about January and February. (Note that this confirms precisely my rule-of-thumb that phonics teaching saves one year, not only in reading but in all subjects. If the children in Bedford Park had started first grade at five, they would now be two years ahead of what is generally accepted as the norm in American schools – or on a par with children in England or on the Continental of Europe.

The sixth-graders showed me some of the compositions they had written. They read a few of those papers aloud. The compositions were competent, intelligently written and, as far as I could see, practically free of spelling errors.

The class had copies of *My Weekly Reader*, which dealt that week with Pakistan. We got into quite a discussion on the subject, and then somehow got onto the topic of communism. The children talked about it with understanding and a good deal of sense.

Then, to finish the demonstration, they read – fluently- from junior high school textbooks in science and social studies.

I took my leave. In the afternoon I spent an hour or two in the Argo school – the school that serves the colored section. The picture was much the same. To be sure, many of those children came from homes without reading matter; some of the parents were probably illiterate. Obviously, the children’s average I.Q. was lower than that of the children of Bedford Park. But the difference between the Argo school and a typical word-method school was still striking. I visited a first grade and a second grade. The second grade the children did a pretty good job of writing on the blackboard. They can read from a second-grade reader. They read fluently, with natural intonation, and with much understanding and enjoyment. In other words, *they read the story*.

Later the afternoon I talked with Mr. Wingo in his office. He told me that his primer was used, of course, in all four elementary schools in the district. The results were always the same: general student achievement about one grade level above the national norm in all subjects; no “non-readers” except for children that were clearly feeble-minded. The situation had also carried over into the high school. The high-school students performed beautifully; an extraordinary number of them qualified for scholarships at good colleges and universities; all of them gobbled up a fabulous number of books. The amount Mr. Wingo – with the happy approval of his school board – spends for library books is five or more times what is spent by the ordinary school system: \$5 to \$8 per children annually.

The parents of Argo, Summit, and Bedford Park are proud that their children are doing so well. They know that Bedford Park first-graders have exhibited their reading skills to google-eyed teachers and parents at Oak Park and other wealthy Chicago suburbs; they also know that nationally known educators like Dr. William S. Gray of the University of Chicago and Dr. Paul A. Witty of Northwestern University have visited their classrooms. Mr. Wingo, unlike practically all other school superintendents in the country, is not on the defensive.

He also told me something about Miss Hay, the original author of the method embodied in the primer. Miss Hay never had any other title or office than that of grade-school teacher in Argo. For twenty years she developed the system on the basis of her daily classroom experience – and her deep, intuitive understanding of the way children’s minds works. She herself had been brought up on the Beacon method, but she felt she could improve upon that method, - and did.

When Mr. Wingo came to Argo as the new superintendent, he had a son, then in fourth grade, who couldn’t read. Miss Hay undertook to teach the boy, giving him half-hour private lessons every morning before school. Young Mr. Wingo a recent college graduate has not forgotten Miss Hay; neither has his father. Neither, apparently, has anyone else who ever met her – a woman completely devoted to her life’s chosen task.

Note: I skipped Flesch’s eyewitness report of Leonard Bloomfield’s *Let’s Read*. I have taught *Let’s Read* with success, but do not believe it has been used in as many schools as Hay-Wingo - nor for as long a time.

And here ends my eyewitness report. What does it prove? I think it proves conclusively three things:

1. If you teach reading with phonics (regardless of the particular method used), student achievement in all subjects, will be, on the average one grade higher than the national norm.
2. If you teach reading with phonics, you will have no cases of “non-readers.”
3. If you teach reading with phonics, you will produce students with a habit of wide reading.

You may say at this point – if you are a die-hard defender of the word method – that my evidence is still not conclusive. You may ask for *more data more experiments, more statistics*. You may want other rigidly controlled tests to check on the facts that I reported here, and still ore tests to check on the results of those tests.

There is no answer to this sort of argument. Conclusive evidence, in the end, means evidence that m makes you feel satisfied you have found the truth. Perhaps you are the kind of person who will never be satisfied, even if I presented ten thousand cases of phonics-trained mental giants and ten thousand word-method trained “non-readers” who are their identical twins.

As for me, know that nothing could be more conclusive that those twelve nice, normal children in Miss Hletko’s class who had such fun reading the bear story in the third-grade book – in March of their first year in school. Either that was a miracle or every word in this book is true.

Short Note on Hay-Wingo by Geraldine Rodgers, Reading Researcher

From *The History of Beginning Reading:
From Teaching by “Sounds” to Teaching by “Meaning”*
1995, 2001

“Formerly, The Eagle Forum Education Fund founded by Mrs. Schlafly had for sale to parents the Hay-Wingo-Hlekto Lippincott Phonics Workbooks, and McGuffey First and Second Readers (edition date unknown). However, when Lippincott materials were no longer available (presumably when the Lippincott company was absorbed by another company). Mrs. Schlafly wrote her own phonics reading program. (1368 & 1576)

There are only two references to Hay-Wingo. Miss Rodgers does not describe or rate the program.

KEEPING PHONICS TEACHING IN SUMMIT AREA

Use Variation of Old School Method

Chicago Tribune, November 19, 1953



Joe Rosellini, a 1st grade student at Walker school, Bedford Park, helps his class write their first letter. The students, in school for only six weeks, are taught to read and spell by resolving words into phonetic elements rather than into individual letters. (TRIBUNE, photo)

“Let’s write a letter,” said an eager first grade pupil of the Walker school in Bedford Park when the teacher of the six weeks old class, Miss Mary Hletko asked what the room wanted to do.

One by one pupils went to the blackboard and with some guidance added a portion of the class’ first letter, which was addressed to the president of the United States. Despite the short period of instruction, these 1st grade youngsters were able to spell such words as “president,” “Washington,” and “children without great difficulty.

Use Phonics Variation

These rapidly progressing pupils were being taught by a method known as phonics, teaching reading and spelling by resolving words into phonetic elements rather than individual letters. This method, hundreds of years old, has been used in American schools in varying degrees.

School authorities, however, disagree on the way phonics should be used. Some schools teach phonics as an approach to learning to read, as the Walker school does, while others use it only to solve individual student difficulties.

According to Sup. C. E. Wingo of the Argo-Bedford Park-Summit district, the Wingo-Hay technique used by the Walker school differs from older phonics methods in that pupils learn a word by an initial attack on its beginning, and the use association of idea for memorization. Older methods generally taught the learning of words with emphasis on their endings and a rote method was used for memorization.

How Systems Differ

The Wingo-Hay technique differs from the well-known Beacon phonics by blending one initial consonant with five vowels in a single lesson rather than using one vowel with many consonants in a single grouping. By the Wingo-Hay technique the pupil learns of syllables rather than the one-vowel families.

The Wingo-Hay technique was developed by the late Miss Julie Hay, a first-grade teacher in the Summit area for 28 years. Thru observation made in her many years of teaching the language to beginning students could most easily approach by beginning with the short vowel sounds. Consequently, the first thing the pupils are taught is a, e, i, o and u as short vowels.

Teach 44 Elements

Altogether, the pupils are taught 44 basic elements. Following the short vowels, they are taught ten consonants which they learn to blend with the short vowel. At the end of the year they have been exposed to all 44 elements.

Miss Hay estimates that only 8 per cent of reading situations confronting the child needs to be taught as special cases after he has grasped the basis of her technique.

Summit school officials report that at the end of the year, 1st grade pupils are able to read textbooks on a 3rd grade level, while some students are able to read textbooks on a 5th grade level.

Combine Sight, Sound

Teachers instruct pupils by combining elements of sight and sound. A symbol is first aptly illustrated with a visual object which contains the first sound in the word. The visual object is given a symbol followed by a correct phonetic sound. Through this process of identification, the teacher progresses from the known to an unknown.

Supt. Wingo reports that tests in his school give pupils an average score of two grades higher than their placement.

The textbook has been adopted by approximately 900 schools in the last five years, according to Supt. Wingo.

Two Emails from Former Hay-Wingo Student

March 25 & 26, 2015

Hello: Quite by accident yesterday I happened on your essay concerning the Hay-Wingo Phonics system. I just want to say that I was in Miss Hletko's first grade class in 1951 and was one of the guinea pigs for the system. As far as I'm concerned it was a tremendous success. I only wish I could have found Miss Hletko to say hello and congratulate her for her efforts on my behalf and that of my classmates.

Regards,

Ron Ramsay
715 Third Avenue North
Fargo, ND 58102-4706
Hello, Don,

At 70 I find myself doing a great deal of reflection on my youth, troubled as it was. Miss Hletko as one of the very brightest spots in it. Somewhere here in the house I have a newspaper clipping from the *Desplaines Valley News* showing our first-grade class with Miss Hletko standing at the front. I don't believe there were more than a dozen of us. But W.W. Walker was a very small school then. I only attended first and second grade there before busing to a larger one a mile north in Summit for 3rd through 6th grades. If I can find that piece (circa fall of 1951 or spring of 1952), I'll scan it and send you a copy.

Regards,

Ron Ramsay

Phonics Approach

By Charles E. Wingo, Monmouth College -1965

From a leaflet prepared by the Executive Committee of the Department of Elementary-Kindergarten-Nursery Education of the National Education Association in which eight approaches to teaching reading as it is carried on in the elementary schools in the United States today (1965). Each approach is representative of a particular point of view and has been prepared by a person whose name is closely associated with the method, either historically or by reason of present support of it. Since the length of the leaflet is limited, each author was asked to prepare a 350-word objective description of the characteristics of the particular approach he was to present. The limitation of words necessary confines the presentations to the distinct features of each of the approached include.

Reading with Phonics, a system of phonics integrating all language arts was developed by Julie Hay, Mary C. Hletko, and Charles E. Wingo, resulting from 54 years of research. It is currently is used as a guide for language architectural plan to construct some forty unwritten Pilipino tribal languages.

Reading with Phonics is a system which develops efficiently in word recognition by employing a multisensory approach and a sequential introduction to speech sounds of the English language. All the language arts are integrated to provide broad approaches to the use of unlimited vocabularies.

Reading with Phonics utilizes the 44 most frequently used speech sounds in English. It begins with the teaching of short sounds of 5 vowels and progresses to the study of the 10 most frequently used consonants. In each early lesson a consonant is blended with the 5 vowels in pronouncing units or syllables, then whole words. Progression is from known to unknown, from simple to more complex. Words are always attached at their beginnings, promoting left to right eye progression.

Reading with Phonics provides the child with a reading vocabulary approximately equivalent to his speaking vocabulary. Logically, as a child's mastery grows, one compliments the other, providing the key to all basic communication – the foundation for his education.

This program of instruction in word recognition is designed for use with *all* basal reading series. It provides exercises and activities related to the entire language arts program – handwriting, reading, spelling, expression. It has no grade level designation. Since it is a complete phonics program, it may be used in kindergarten, primary, and intermediate grades. It should be introduced in kindergarten or first grade to establish proper word-attack skills for independent, fluent readers at the earliest possible age. *Reading with Phonics* has proven of great use in the upper grades in creating awareness of the relation between speech sounds and printed letters, thus providing the disabled reader with a valuable reading tool.

Reading with Phonics is an important language a tool, which has made its own outstanding contribution to the fields of reading, language arts, and language structure

Accessed on April 12, 2019.

<https://files.eric.ed.gov/fulltext/ED022657.pdf>

Note from Internet Publisher: Donald L. Potter

Rudolf Flesch describes his visit in Miss Hletko's *Reading with Phonics* classroom in his 1955 *Why Johnny Can't Read and what you can do about it*. Concerning review, Flesch noted, "Miss Hletko explained to me that it was the usual practice to work through the Hay-Wingo Primer during the first year and to review it in second and then again in third. This year, however, with this particular class she had finished the book in first semester." I wrote on 7/24/98 in the margin of my copy of Flesch's book, "Review, The Missing Key." This is why I came up with my **Universal Safety Net for Literacy**, which suggests that every student review basic phonics for three years. This is the way the Hay-Wingo approach worked when it was taught as Miss Hletko recommended.

I would like to register my disagreement with Auckerman's suggestion in the paragraph below that Flesch "capitalized on the phonics controversy" and did not "contribute anything other than fuel to the fire." I believe that Flesch was completely factual, sober, honest, and informed in his assessment of the situation. I also think Auckerman missed a great opportunity when he did not mention Flesch's 72 Exercises in *Johnny* (and Flesch's short-lived 1956 *Teaching Johnny to Reading*) among his *Approaches to Beginning Reading*. I have taught Flesch's 72 Exercises to beginning readers and can testify first-hand of the effectiveness of Flesch method. Auckerman seems to contradict himself when he praises Hay-Wingo but goes on to mention the likenesses between Flesch's materials and Hay-Wingo. By the way, I once called one of Dr. Flesch's daughters (Mrs. Portillo) on the phone. She told me that her father taught all his children and grandchildren to read with his method. He practiced what he preached.

It is noteworthy that he reached that conclusion fully a decade prior to the pronouncements of Rudolph Flesch who capitalized on the "phonics controversy" with his best seller, *Why Johnny Can't Read*. Flesch is mentioned here, not because he contributed anything other than fuel for the fire, but because his suggestions for correcting the reasons "why Johnny can't read" are so very similar to the materials delineated in the Hay-Wingo *Reading with Phonics*.

It is important to know that Hay-Wingo was used in conjunction with the typical readers of the time, mostly look-and-say, except that the kid learned phonics **first** with Hay-Wingo – which is all the difference in the world.

I have only been able find to the second workbook Online. The workbooks provide seatwork for the students. They are **not essential** to the program. I recommend teaching the alphabet with good handwriting instruction. The student should keep a notebook in their own handwriting of all the syllable and words they are learning.

It is very important to note that the Teacher's Manual is very thorough. I am publishing it as a separate document. There are pictures for the sounds, which I am not publishing at this time.

Edited on March 26, 2015, August 25, 2017. I finished typing the Manual on May 11, 2019. A few corrections to Auckerman Review on March 30, 2020.

Internet Resources for Hay-Wingo *Reading with Phonics*.

More Letters and Words (1960) The second of three workbook, Teacher Manual edition.

<https://www.sil.org/resources/publications/entry/60067>

More Letters and Words (1960) Student workbook.

<https://babel.hathitrust.org/cgi/pt?id=uiug.30112063025420>

<http://www.homeschoolchristian.com/curricula/reviews/hay-wingo.php>

<https://archive.org/details/teachersmanualfo00hayj>

<https://archive.org/details/readingwithphoni00hayj>

Covenant House used to sell a two-volume spiral bound edition.

<https://amzn.to/2TO4idG>

<https://atmaramipangiba.com/2018/04/28/phonics-first/>

<https://www.nationalbookstore.com/catalogsearch/result/?q=reading+with+phonics>

<https://stuffedveggies.blogspot.com/2016/04/teach-reading-with-confidence.html>

There are some Amazon reviews

<https://amzn.to/2HSz2cc>

Hay-Wingo was used as the basis for teaching reading in other languages in the Philippines.

https://www.sil.org/system/files/reapdata/11/45/11/114511928596655032216850671018662909545/atd_Ogbasa_ki_now_1_1969.pdf

“Current Approaches to Teaching Reading” by Helen K. Mackintosh, 1965. This ERIC document contains a brief (350) word description of *Reading with Phonics* by Dr. Wingo.

<https://files.eric.ed.gov/fulltext/ED022657.pdf>

Here are some sample pages from the inside of the book *New Reading with Phonics* published in the Philippines. The page numbers and content seem to be exactly the same as my 1960 edition.

<http://www.filipinohomeschooler.com/the-new-reading-with-phonics-book-review/>

Here is a Customer Review of Hay-Wingo *Reading with Phonics* by Dennis Roney from Amazon, Dec. 8, 2012.

Julie Hay was my great aunt and when her first book on phonics came out in the 50's, all of my siblings and I were forced to read it through my mother's insistence. I can attest to the effectiveness of her book in teaching reading skills as I became a very good reader and was always beyond my grade level skill.

Significant Information from Geraldine Rodgers'

Why Jacques, Johann, and Jan Can Read

(August 15, 1979, Revised September 8, 2004)

This tenth study was done by Mary Johnson, a housewife from Winnipeg, Canada. She discovered to her horror that in 1956 that her own children were not learning to read, and she decided to do something about it. Her book, *Programmed Illiteracy in Our Schools*, recounts her Alice-in-Wonderland odyssey through the worlds of the bureaucrats and the reading "experts" in her attempt to bring about change. Her book has to be read to be appreciated, and I cannot do it justice here.

Among other test, Mrs. Johnson devised what she labeled *Johnson Test No. 5 – Oral Reading*, consisting of 18 sentences. Three of the sentences were taken unaltered from Scott, Foresman 1946 sight-word series. The other 15 sentences were composed of phonic elements presented by Scott, Foresman in Grades 1 and 2, most words of one syllable. Mrs. Johnson felt this followed what Scott, Foresman was attempting to teach, because the authors of the Dick and Jane materials had promised mastery of the so-called substitution method of reading new would be developed in Grade 1. She quoted from Professor William Scott Gray's *Guidebook for the Basic Primer, Fun with Dick and Jane*, published by Scott, Foresman & Co., Chicago, Illinois, 1946, page 17:

The substitution of one phonetic element for another is one of the simplest ways of applying knowledge of phonetic elements. Let us assume, for example, that the child knows the printed words **jump** and **bump** but has not yet met the word **lump** in his reading. To recognize the word **lump** he may merely note that it looks like **bump** except for the first letter. He then mentally substitutes the sound of **l** for the sound of **b** in the word and checks the meaning with context.

Mastery of this substitution technique is developed at Book One Level in the Basic Reading Program.

Mrs. Johnson used this test to test the oral reading of children in Winnipeg playgrounds in the summer, and provided this test and others of her devising for testing throughout the English-speaking world to teachers in interested schools. The performance on these tests from 1958 to 1967 are reported in her book very precisely, and can only be viewed as absolutely appalling. The cover of her book has exact quotations taken from tape-recorded oral reading in Winnipeg playgrounds in July and August of 1967 by children who had completed first grade. Their reading of the sentence from her *Test No. 11*, "Mike hid a jar of gum drops in the shed," ran from "Make (blank) a jar of guns (blank) in the shelt" to "Mike did a jar of cough drops in the shell" to "John hid (blank, blank, blank) plumbs (blank) in the shed." Very few were correct.

However, only on *Test No. 5* does Mrs. Johnson have results which compare learning in with sight word programs to children learning with heavy phonics programs (for the obvious reason that so few schools when she tested were using phonics programs.)

To obtain results for children who were taught to read by a phonics program, Mrs. Brown wrote to Superintendent Wingo of Argo, Illinois, who was co-author of the program, *Reading with Phonics*, by Hay-Wingo-Hletko. Wingo is quoted in Rudolf Flesch's 1955 book, *Why Johnny Can't Read*, and it was Miss Hletko's first-grade class which astonished Flesch with their reading ability. Argo was described by Flesch on page 96 of his book as an industrial suburb of Chicago, with working-class people and a sizable black community.

Superintendent Wingo agreed to test some children in Argo with Mrs. Johnson's material. In September, 1958 Superintendent Wingo gave Mrs. Johnson's *Test No. 5* to 12 Argo children and recorded their oral reading scores. In the previous June, 4 of the 12 children had finished first grade, 4 had finished second grade, and 4 had finished third grade. For each grade, 2 of the 4 were from the upper level and 2 from the lower level. The tape-recorded results were then sent to Mrs. Johnson who scored the results. This table shows the percentages of Argo children who were able to read each section of their test with less than four errors.

<u>Sentences</u>			<u>Completed</u>	<u>Number of</u>	<u>Average</u>
1-3	4-9	10-18	<u>Grade</u>	<u>Children</u>	<u>Age</u>
100%	100%	100%	1	4	7
100%	100%	15%	2	4	4
100%	100%	75%	3	4	9

Mrs. Johnson said that three of the children who had been in Grade 2 had below average IQ's even though one was in the upper level of the class. Yet even they read the first nine sentences with excellent accuracy and with expression. She said the only noticeable difference between the pupils who had finished Grade 1 (and who were in Grade 2 in September) and those who finished Grade 3 (so were in Grade 4 in September) was that the older pupils read more rapidly.

In August of 1958 she had trapped-recorded 84 primary-age children reading of *Test No. 5* on Winnipeg public park playgrounds. She said they were unavoidably biased in favor of superior readers since some children would not even try the test because they said they could not read at all. Her table showing the percentages of Winnipeg children at each grade level who could read each section with less than four mistakes provides an appalling contrast to Argo's results.

<u>Sentences</u>			<u>Completed</u>	<u>Number of</u>	<u>Average</u>
1-3	4-9	10-18	<u>Grade</u>	<u>Children</u>	<u>Age</u>
34%	10%	0%	1	21	7
59%	27%	2%	2	34	8
82%	42%	17%	3	29	9

In Argo, 100% of all grade levels could read sentences 4 to 9 satisfactorily, but in Winnipeg only 10% of first-graders, 27% of second-graders, and 42% of third-graders could read them satisfactorily.

This tenth oral reading accuracy study, comparing phonics to sight-words is the next to last one that I could find.

I found them (Johnson's tests) only as a result of a phone conversation with Mrs. Bettina Rubicam, President of Reading Reform Foundation in Scottsdale, Arizona. When I told her I had done a review of the previous research and (at that time) found only eight oral reading accuracy studies since 1912, she asked me if I had heard of Mrs. Johnson's, and had not. She sent me Mrs. Johnson's address and I ordered her book.

The eleven studies were all the American research that I could locate up to 1979 which compared oral reading accuracy of phonics-taught children to oral reading accuracy of sight-word-taught children. I had turned up an astonishingly small total, but it had favored phonics overwhelmingly

Here is more information on Miss Johnson's tests.

<http://www.donpotter.net/pdf/mary-johnsons-2-sentence.pdf>

Edward Miller's *Miller Word Identification Assessment* is conceptually similar to Mrs. Johnson's tests. Miller recorded the time and accuracy of children reading a list of 50 sight words (He called them, Holistic Words.), and 50 phonics words (from Rudolf Flesch's phonics program). The speed and accuracy of each list was recorded and compared. I have given over 1,000 of these powerful tests for artificially induced whole word dyslexia.

<http://donpotter.net/pdf/mwia-d.pdf>

While I have never given Miller's test to a Hay-Wingo *Reading with Phonics* Students, I believe that Johnson's similar test indicates that the Hay-Wingo method is highly effective in producing high level reading achievement. I hope to be able to test some students before the year is over to see exactly how well this old method works.