

## Layers of Phonics Continuum Details

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### Letter-sound correspondences:

- **Consonant letter names** With letter names we are focusing on having students be able to recognize and recall the names of upper and lowercase letters for consonants
- **Consonant letter sounds** refers to consonants that are represented by a one to one correspondence (e.g., m-> /m/)
- **Vowel letter names** With letter names we are focusing on having students be able to recognize and recall the names of upper and lowercase letters for vowels.
- **Short vowel sounds** are often the first focus of vowel instruction with long vowel sounds and the many ways they are represented in letter combinations being introduced later on.
- **Hard and soft c and g** c and g are two letters that have hard and soft sounds. Hard c is the sound /k/ when it is followed by an a, o, u as in cat, cot, cut and when it is followed by an e, i, y, it is the soft sound or /s/ as in city, cent, cycle and the same three letters apply for hard g or the /g/ sound (gate, got, gum) and the soft sound is /j/ when followed by e, i, y, like in gem, giant, gym
- **Multiple sounds of x and s** – The letters x and s have multiple sounds - x has three sounds - /k/ as in excite, /k//s/ as in mix, and /g//z/ as in exit (with /k//s/ being the most common) and s has the voiced and unvoiced sound and when it is voiced it becomes a /z/ sound as in runs – when the consonant sound before the s is a voiced sound, then the /s/ becomes voiced and makes the /z/ sound as in – bets (t is unvoiced) and then beds (d is voiced and the s makes the /z/ sound)

### Consonant Blends and Digraphs

- **Consonant digraphs** two consonant letters that make one sound (e.g., sh -> /sh/)
- **Consonant blends** two or more consonants adjacent to each other in a word, but each retains its original sound (e.g., clip or strap)
- **Silent Letters** in English we have some letters that are silent and come in certain patterns and locations within words for example the kn- pattern has a silent K and usually comes at the beginning of the word or at least beginning of syllable (acknowledgement), another pattern with silent letters are –lk as in talk, -mb as in lamb which both usually come at the end of the word or syllable and the ‘h’ in ghost
- **Oddities** are low frequency patterns, or are exceptions to the typical patterns, somewhat of a “misc.” category – lk as in talk, qu- as in queen

### Variant vowels

This term refers to the various vowel patterns that can represent one vowel sound in more than one way

- **Vowel digraphs** are combinations of vowels that represent one vowel sound such as long a (e.g., long a –ai as in rain /ay as in bay/a Consonant e as in cake/eigh as in eight)
- **Diphthongs** a combination of letters that creates a subtle glide from one vowel to another such as oi/oy (boil/boy) and ou/ow (out/cow)

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## Syllable Patterns

- A **Closed** syllable ends in at least one consonant; the vowel is short (e.g., pan, shot, milk, magnet)
- An **Open** syllable ends in one vowel; the vowel is long (e.g. so, he )
- A **VCe (Silent e)** syllable ends in one vowel, one consonant, and a final e. The final e is silent and the vowel is long. ( e.g. make, pipe, shine)
- An **R controlled** syllable has an r after the vowel; the vowel makes an unexpected sound. (e.g. car, dirt, turtle)
- A **Vowel Team** syllable has two adjacent vowels. Each vowel team syllable must be learned individually (e.g. sail, boat, moon, boy)
- A **Final Stable** syllable has a consonant –le combination or a nonphonetic but reliable unit such as –tion. The accent usually falls on the syllable before the final syllable. (puzzle, candle, contraction, picture).

## Structural Analysis

Knowledge of morpheme structures is also a **structural analysis** skill. It is also referred to as advanced phonics or advanced decoding.

- **Compound words** sunshine, homesick
- **Inflectional** endings indicate or change tense, possession, comparison or number, e.g. –s, –ed, –ing (Harris & Hodges, 1995, p. 116 )
- **Prefixes** are important to know for reading, spelling, and vocabulary acquisition. A prefix is a morpheme attached to the beginning of the base or root word that creates a new word with changed meaning or function.
- **Base/root words** a word or the main part of a word (struct is the root of destructive) that affixes are added to form a new word, they are taken from Anglo-Saxon, Latin and Greek (e.g., port meaning ‘to carry’ in Latin)
- **Derivational suffixes** – a suffix added to a base or root that forms another word that is often a different part of speech from the base or root such as –ful in hopeful.
- **Chameleon Prefixes** – a chameleon prefix is a prefix in which the final letter of the prefix changes due to assimilation with the first letter of the base element (e.g. con-becomes a chameleon prefix in collect, correct, and combine) – These are also sometimes referred to as assimilated prefixes (definition taken directly from Henry, 2003, p.286)