

Sounds Sensible

Consonant Sounds

A basic speech sound in which the breath is at least partially obstructed and combines with a vowel to form a syllable.

Voiced—vocal cords vibrate

*b (bat), d (dad), z (zip), g (gas),
v (van), m (man), n (nap), y (yo yo),
l (lock), r (rat)*

Unvoiced—vocal cords do not vibrate

*p (pat), t (tap), s (sad), k (kit), f (fan),
j (jam), c (cat), h (hat), x (fox)*



Watch a video

to see a speech pathologist model correct sound productions at epsbooks.com/sound-production.

Level 1

Vowel Sounds: a, i, o, u, e

A speech sound that is produced by a relatively open configuration of the vocal tract. These sounds are heard in cvc (cat) and ccvc (spot) words.

Key Word Concept Sheet—ax, hit, ox, up, bed

Digraphs: sh, ch, th, wh

Also called consonant teams, two adjacent consonants that make one new sound.

Key Word Concept Sheet—ship, chin, this, thin, whisk

Welded sounds: ang, ing, ong, ung, ank, ink, onk, unk

Vowel sounds that are attached to the consonant sounds ng and nk. All three sounds are considered the vowel sound of the word.

Key Word Concept Sheet—sang, ring, strong, stung, bank, wink, honk, trunk

Level 2

Double consonant sounds: ff, ll, ss

At the end of one syllable words these consonants are doubled for spelling when they occur after a vowel but they are only pronounced one time.

Key Word Concept Sheet—“The cliff is long, but the man will not miss.”

al, wa

When the a is with these consonants it usually has the short /o/ sound.

Key Word Concept Sheet—ball, wasp

qu

The q is always followed by a u and is pronounced /kw/.

Key Word Concept Sheet—quilt

ck, tch

These two patterns always come at the end of a word or syllable and are preceded by a vowel.

Spelling tip:

When you hear /k/ at the end of a single syllable word after a short vowel, it is spelled with ck. When you hear /ch/ at the end of a single syllable word after a short vowel, it is spelled with ch.

Key Word Concept Sheet—clock, catch

Vowel consonant e: a-e, i-e, o-e, u-e, e-e

In words that end in a final e, the e is silent but makes the preceding vowel say its' name.

This pattern is pronounced “a consonant e, i consonant e, o consonant e, u consonant e and e consonant e”.

Key Word Concept Sheet—“Pete sang a tune and rode his bike to the lake.”

Level 3

so, he, fly

This is the open vowel syllable rule which states that in small words that end with a vowel, the vowel says its' name. This is also the first time y is introduced as a vowel sound, and at this point the green y phonogram card should be added to the cards for review. The card is pronounced "so-o, he-e, fly-y"

Key Word Concept Sheet—"Sam gets on the jet so he can fly home."

lld, ind, ost, old, oll

These patterns are considered exceptions. Although words containing these patterns should follow the closed syllable rule a (single vowel preceded and followed by consonants in a word has the short sound,) the vowel sound in words containing these patterns are usually long. The exceptions to this rule should be reviewed with the students.

Key Word Concept Sheet—"Miss Post will help the child find a roll and cold milk."

ay

This vowel team has the long a sound, and is always at the end of words and syllables.

Key Word Concept Sheet—*spray*

-ed

This suffix can have three different sounds: /ěd/, /d/, and /t/. Base words that end in t or d have the sound of /ed/. Words have the /d/ or /t/ sound depending if the base word ends with a voiced or unvoiced consonant sound.

Key Word Concept Sheet—*melted, smelled, winked*

Suffixes: -s, -es, -ing, -er, -est, -en, -ish, -ly

These suffixes are introduced over 3 introductory lessons that focus on each suffix and how it changes the meaning of the base word.

Key Word Concept Sheet—*bats, foxes, swinging, singer, fastest, strengthen, ticklish, dusty, helpful, sadness, sockless*

Level 3 continues on next page

Level 3, cont.

Twin-Consonant Syllable Division

Dividing words into syllable between twin consonants.

Key Word Concept Sheet—puffin

Non-Twin-Consonant Syllable Division

Dividing words into syllable between two non-twin consonants.

Key Word Concept Sheet—dentist

ou

This vowel team can have four different sounds and the students learn the sounds by using the Key Concept Picture and sentence, "I will share this mound of doughnuts with my cousin and you." This sentence lists all of the sounds of ou in order of frequency. Students should say, "ou /ou/ (mound), ou /ō/ (doughnut), ou /ŭ/ (cousin), and ou /oo/ (you) in response to the phonogram card.

Key Word Concept Sheet—"I will share this mound of doughnuts with my cousin and you."

Prefix a-

This is the first lesson introducing the concept of adding prefixes to words. The prefix a- has the short u sound.

Key Word Concept Sheet—alike

Level 4

ea

There are three sounds for ea, /ē/ as in eat which is the most frequent sound. /ě/ as in bread. /ā/ as in steak. When students come to a word with the vowel team ea, they should always try the first sound of /ē/ as in eat.

Key Word Concept Sheet—“Liz likes to eat bread and steak.”

Consonant -le Syllables

These syllables are found only at the end of a word. -ble,-cle,-dle,-fle,-gle,-kle,-ple,-tle and -zle

Key Word Concept Sheet—bubble, fiddle, ruffle, juggle, sprinkle, apple, kettle, puzzle

Vowel Team: oa

Makes the sound of /ō/ and is usually found in the middle of words.

Key Word Concept Sheet—goat

Vowel Team: ai

Makes the sound of /ā/ and is usually found at the beginning or in the middle of words.

Key Word Concept Sheet—paint

Vowel Team: ee

The vowel team makes the sound /ē/ and is usually found in the middle or at the end of a word.

Key Word Concept Sheet—sheep

Vowel Team: oo

This vowel team has two sounds, /ōō/as in food (the most frequent) and / ǒǒ/ as in cook.

Key Word Concept Sheet—“This is the food I will cook.”

Level 4 continues on next page

Level 4, cont.

igh

A trigraph is three letters that make one sound. The sound is irregular because it includes the letters gh.

Key Word Concept Sheet—lightbulb

ie

This vowel team has two sounds. /ī/ as in pie which is its more frequent sound and /ē/ as in chief.

Key Word Concept Sheet—pie, chief

Level 5

Soft c

The soft c sound only occurs when the c is followed by e, i, or y. The phonogram card for soft c is read "ce, ci, cy, /s/".

Key Word Concept Sheet—cent, city, bicycle

Soft g

The soft g sound only occurs when the g is followed by e, i, or y. The phonogram card for soft g is read "ge, gi, gy, /j/".

Key Word Concept Sheet—cage, gingerbread, gym

er

This r-controlled vowel pattern can say /er/ as in germ and /air/ as in very.

Key Word Concept Sheet—thermometer, berry

Level 5 continues on next page

Level 5, cont.

ur, ir, ear

These r-controlled vowel patterns all say /er/ as in bird. Students learn from exposure which pattern to use when spelling words that contain them.

Key Word Concept Sheet—surf, squirt, earth

wor

These three letters always say /wer/

Key Word Concept Sheet—world

dge

This is a trigraph or team that always says /j/. This pattern always comes at the end of the word after a short vowel.

Key Word Concept Sheet—judge

s = /z/

When a s is followed by a, e, i, or y it says /z/. s has the /z/ sound at the end of the word or the beginning of a second syllable.

Key Word Concept Sheet—rose

ow

This vowel team can say /o/ as in snow and /ou/ as in plow. It most often has the long o sound.

Key Word Concept Sheet—snow plow

kn

This digraph has the /n/ sound.

Key Word Concept Sheet—knight

Level 5 continues on next page

Level 5, cont.

oe

This vowel team has the long o sound.

Key Word Concept Sheet—*toe*

or

This r-controlled vowel team has the /or/ sound as in fork.

Key Word Concept Sheet—*fork*

ar

This r-controlled vowel team can say /ar/ as in car.

Key Word Concept Sheet—*warthog*



To Learn More...

For more advanced concepts covered in *S.P.I.R.E.* please consult the Teacher's Guide for Levels 6–8.



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