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Phonic Links

An Individualized Phonic Inventory
Utilizing Specially Paired Words

Developed By

Elizabeth and Leon Stansfield

COASTAL PRINTING

Brookings, Oregon

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For Each Sound:

- * Six criterion test items
- * Illustrated sight words
- * An extensive list of specially paired words for teaching

For Each Student:

- * An individual record sheet
- * Pretesting, post-testing and retesting of each sound

For The Teacher:

- * A brief practical explanation of PHONIC LINKS
- * A teaching tool useable after a few minutes reading

For The Philosophic:

- * Learning to read should be an enjoyable experience.
- * Learning usually takes place in small steps -- going from the known to the unknown.
- * Learning the complex skill of reading is partially dependent upon learning numerous basic word attack skills.
- * Instruction must be based on the individual learner's needs, his rate of learning, and his mode of learning.
- * The learner should be allowed to skip instruction in skills which he has previously mastered and should concentrate on skills which he has not mastered.
- * The learner should gain the ability to apply knowledge.

For The Lexicographic:

- * The word lists contain a total of over 19,000 real words which are in many cases unfamiliar to students so that ability to apply a phonic generalization, rather than sight vocabulary, will be tested.
- * There are 339 illustrations.

Acknowledgements

Thank you, Dr. Carl Wallen, Professor of Education, University of Oregon, for the original idea behind PHONIC LINKS*, and for your encouragement to complete this work. Thank you, Mrs. Jean Spaulding, Early Childhood Specialist, and Dr. Ninette Florence, Reading Specialist, both of the Oregon Board of Education, for your encouragement in this project. Thank you, boys and girls of Lookingglass and Dillard Elementary schools for cooperating with our use of PHONIC LINKS in its preliminary form. Thank you, Mrs. Helen Gulley for allowing us extensive use of your time-worn copy of Webster's New International Dictionary, Second Edition. Thank you, Mom (Mrs. Frances Stansfield) for the several days help in our final revision of the word lists. Thank you, Mrs. Polly Keusink, of the PILOT Printers and Newspaper Publishers, Brookings, Oregon for your suggestions and assistance in getting this work published. Thank you to those numerous unnamed friends who have read and criticized earlier drafts of the introduction.

* See Competency in Teaching Reading, Carl J. Wallen, Science Research Associates, Inc., Chicago, 1972, Chapters 6 and 7.

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NOTE: The next seven pages are the revised **Introduction** and **Recommended Teaching Procedures** which we expect to use in our somewhat condensed 2nd edition of *Phonic Links*. This improved method supercedes the method described in the original *Phonic Links*. This in no way will affect the usefulness of all the specially paired word lists which make up the book *Phonic Links*, but only explains the method in a more useful and functional way. LCS

Introduction:

Phonic Links is based upon the timeless principle of letter-sound substitution. The principle, once learned, can be used by teachers of reading for testing and teaching all phonic sounds. *Phonic Links* provides the teacher with extensive lists of specially paired words which apply the principle to all major phonic sounds. The rather exhaustive lists, along with the illustrated basic sight words for each sound, are contained in this work.

Phonic skills at the primary level are chiefly concerned with *oral reproduction of sounds as the response to seeing certain printed letters or letter combinations*. Thus, the most reliable phonic test is an *oral pronunciation test*. A spelling test utilizing the principle of letter-sound substitution is considered the next most reliable. *Phonic Links* provides for both possible applications.

Phonic Links will enable the teacher to determine positively and within a relatively short time which phonic sounds a learner *knows* and *can use* in his reading. At the same time it provides a simple method of identifying which sounds the learner *does not* know. It also provides material for the teacher to use for *meaningful* instruction in the needed sounds. The *objective* is that the learner will apply the sounds which he is taught to the pronunciation of unfamiliar words -- and pronounce these unfamiliar words successfully. *Phonic skills are only concerned with pronunciation and not with comprehension*. However, most children (and adults) will comprehend the word once they pronounce it correctly. If they do not comprehend, they can use a dictionary to discover the meaning.

By taking small specific steps and going from the known to the unknown, learning takes place most efficiently and effectively. In the teaching method outlined below the student first learns key sight words containing the phonic pattern to be taught. He then recalls this knowledge and applies it to unlocking and pronouncing new words containing the same pattern. The learner is not only directly instructed to gain knowledge but also to apply this knowledge immediately. *The learner is instructed in one specific sound until he has gained initial mastery*.

Although we outline below a suggested use of *Phonic Links*, teachers will find the word lists to have a variety of applications for all language arts instruction. We only request that source credit be given where credit is due. **The copyright of the materials in *Phonic Links* has been renewed and extended until the year 2069.**

Application of the Principle:

We will test a learner for his knowledge of and ability to use the initial *cl* blend. If the learner knows how to use the initial *cl* blend he will be able to pronounce any word beginning with *cl*, *provided that the pronunciation of the remaining part of the word is given to him*. The teacher must provide the pronunciation of all sounds except the part of the word being tested, otherwise the word becomes a test of more than is intended. *Phonic Links* enables the teacher to concentrate on the testing of specific sounds. Example: in the word pair *pan - - clan* the teacher, by saying the word *pan* provides the *an* ending sound for the word *clan*. The student being tested must simply substitute the *cl* sound for the *p* sound. This test is not a test of the short *a* or of the final consonant *n*. These sounds are tested by other lists of words.

To administer an individual test the student's name is first written on a *Total Phonic Inventory* sheet which serves as a student record sheet. Here is the front side of the TPI which you will use to test and teach the initial *cl* blend:

FORM

A

The Phonic Links TOTAL PHONIC INVENTORY (TPI)

Copyright © 2009 by Learning Links Publishers

FORM

A



Name _____ Room _____ Date: _____

/ = passed pretest – slash through letter(s)

○ = failed pretest – circle letter(s)

/○ = passed post-test – slash through circle

/○ = failed post-test – underline circle

b-	hop ---- bop	14
c-	mad ---- cad	16
c-	bee ---- cee	16
d-	new ---- dew	18
f-	cub ---- fub	20
g-	sob ---- gob	22
h-	box ---- hox	24
j-	had ---- jad	26
k-	lip ---- kip	28
l-	hex ---- lex	30
m-	bug ---- mug	32
n-	bag ---- nag	34
p-	lea ---- pea	36
r-	hex ---- rex	38
s-	hod ---- sod	40
t-	lad ---- tad	42
v-	sum ---- vum	44
w-	fit ---- wit	46
y-	bon ---- yon	48
z-	ten ---- zen	48

-b	fig ---- fib	50
-d	fat ---- fad	52
-g	ked ---- keg	54
-k	yap ---- yak	56
-l	sop ---- sol	58
-m	hep ---- hem	60
-n	yip ---- yin	62
-p	sod ---- sop	64
-r	oat ---- oar	66
-s	lid ---- lis	68
-s	dew ---- dew	70
-t	cog ---- cot	72
-x	hem ---- hex	74
-z	mug ---- muz	74
bl-	not ---- blot	76
br-	dew ---- brew	78
cl-	pan ---- clan	80
cr-	paw ---- crawl	82
dr-	peg ---- dreg	84
fl-	hog ---- flog	86

fr-	pay ---- fray	88
gl-	rob ---- glob	90
gr-	mid ---- grid	92
pl-	hot ---- plot	94
pr-	dim ---- prim	96
qu-	bag ---- quag	98
sc-	gum ---- scum	100
scr-	bog ---- scrog	102
shr-	new ---- shrew	104
sk-	hit ---- skit	106
sl-	cob ---- slob	108
sm-	nut ---- smut	110
sn-	bag ---- snag	112
sp-	fat ---- spat	114
spl-	ray ---- splay	116
spr-	dig ---- sprig	116
squ-	wad ---- squad	118
st-	bud ---- stud	120
str-	hut ---- strut	122
sw-	hay ---- sway	124

What the Teacher Says: The teacher tells the student, "I want to see how well you know some sounds. I will say the word on the left (points to *pan* — shaded on TPI), then you say the word on the right (points to *clan*)." The teacher says *pan*. The student says *clan*. The teacher may begin the test at any point on the TPI and may continue to test as many sounds as needed.

To pass the test on a particular sound the student must pronounce the word being tested without hesitation. The teacher then makes the appropriate mark on the TPI to indicate whether or not the student passed this test. (See Key on the TPI.) The teacher and student then proceed to the test for the next sound to be tested or they proceed to the teaching-learning procedure outlined below. Testing on each sound is conducted in exactly the same manner.

How Much Time to Test a Student? You may wish to do extensive individual testing of a number of students prior to teaching the sounds, so that instruction may be done via ad hoc small groups. Teacher and student can pronounce each word pair in approximately 2 or 3 seconds. At that rate it takes about 6 to 10 minutes to test a student on all 129 sounds. Students will normally be tested only on certain sections of the total list of phonic sounds. Better readers, for example, might be tested only on certain vowel combination sounds. However, testing the entire TPI of 129 sounds helps to assure that the student has no gaps in his phonic knowledge.

Administering a Group Test: A group test tends to approximate a spelling test rather than an oral reading test. **A duplicated oral spelling test of the second word of each pair is suggested.** Model spelling tests and teacher keys for 100 of the 129 phonic combinations covered in *Phonic Links* are provided at the end of this book. ***We recommend that the teacher pronounce only the second word of the pair—the word being tested.*** Each test contains 3 criterion items, randomly placed, for each phonic sound covered by that test. It is not possible to give spelling tests for phonic application of the 29 vowel combinations, since nearly every vowel combination sound is produced by two or more different vowel combinations.

The second word of each pair (the word which includes the sound tested) is pronounced by the teacher. The student may refer to the given word as needed. The same procedure is followed step by step through the test.

For reference *Phonic Links* includes

- 20 initial consonants
 - 14 final consonants
 - 28 initial consonant blends
 - 14 final consonant blends
 - 6 initial consonant digraphs
 - 8 final consonant digraphs
 - 5 short vowels
 - 5 long vowels
 - 29 vowel combinations (which cannot be tested using a spelling test)
- 129 total phonic sounds included in *Phonic Links*

The teacher will collect and check the papers using the teacher key. Although proficiency required on a test is a matter of professional judgment it is suggested that a student should write correctly the tested phonic element for at least 2 of the 3 criterion items to prove basic word attack ability with that phonic element. It is not actually essential that the complete word be spelled correctly. We present here a sample of a spelling test followed by teacher key. ***The teacher will pronounce only the second word—the word which the student will write in the blank.*** Students may apply their phonic knowledge using the first word as needed in order to correctly spell the second word pronounced by the teacher.

The ***Phonic Links*** SPELLING TEST — Initial Consonants
Student TEST

Name: _____ Date: _____ Teacher: _____

- | | | | | | |
|----------|-------|----------|-------|---------|-------|
| 1. lag | _____ | 21. hue | _____ | 41. sob | _____ |
| 2. lip | _____ | 22. mix | _____ | 42. lip | _____ |
| 3. rag | _____ | 23. lea | _____ | 43. fit | _____ |
| 4. bee | _____ | 24. far | _____ | 44. dim | _____ |
| 5. dew | _____ | 25. mess | _____ | 45. hag | _____ |
| 6. dog | _____ | 26. hop | _____ | 46. fed | _____ |
| 7. cab | _____ | 27. deb | _____ | 47. sum | _____ |
| 8. dig | _____ | 28. dig | _____ | 48. new | _____ |
| 9. hex | _____ | 29. mac | _____ | 49. cup | _____ |
| 10. mud | _____ | 30. rub | _____ | 50. lip | _____ |
| 11. rib | _____ | 31. mad | _____ | 51. hod | _____ |
| 12. dab | _____ | 32. far | _____ | 52. bon | _____ |
| 13. mad | _____ | 33. rag | _____ | 53. hub | _____ |
| 14. rob | _____ | 34. rib | _____ | 54. had | _____ |
| 15. hem | _____ | 35. hop | _____ | 55. ten | _____ |
| 16. dot | _____ | 36. sin | _____ | 56. box | _____ |
| 17. bug | _____ | 37. lad | _____ | 57. law | _____ |
| 18. new | _____ | 38. dep | _____ | 58. day | _____ |
| 19. hex | _____ | 39. box | _____ | 59. hod | _____ |
| 20. fell | _____ | 40. bib | _____ | 60. bee | _____ |

The ***Phonic Links*** SPELLING TEST — Initial Consonants
Student TEST & Teacher KEY

Name: _____ Date: _____ Teacher: _____

1. lag	___dag___ 18	21. hue	___rue___ 38	41. sob	___gob___ 22
2. lip	___hip___ 24	22. mix	___vix___ 44	42. lip	___kip___ 28
3. rag	___nag___ 34	23. lea	___pea___ 36	43. fit	___wit___ 46
4. bee	___tee___ 42	24. far	___mar___ 32	44. dim	___rim___ 38
5. dew	___yew___ 48	25. mess	___cess___ 16	45. hag	___mag___ 32
6. dog	___bog___ 14	26. hop	___wop___ 46	46. fed	___ped___ 36
7. cab	___jab___ 26	27. deb	___keb___ 28	47. sum	___vum___ 44
8. dig	___zig___ 48	28. dig	___gig___ 22	48. new	___dew___ 18
9. hex	___lex___ 30	29. mac	___sac___ 40	49. cup	___hup___ 24
10. mud	___cud___ 16	30. rub	___fub___ 20	50. lip	___nip___ 34
11. rib	___fib___ 20	31. mad	___cad___ 16	51. hod	___tod___ 42
12. dab	___sab___ 40	32. far	___lar___ 30	52. bon	___yon___ 48
13. mad	___gad___ 22	33. rag	___zag___ 48	53. hub	___bub___ 14
14. rob	___kob___ 28	34. rib	___jib___ 26	54. had	___jad___ 26
15. hem	___wem___ 46	35. hop	___bop___ 14	55. ten	___zen___ 48
16. dot	___rot___ 38	36. sin	___yin___ 48	56. box	___lox___ 30
17. bug	___mug___ 32	37. lad	___tad___ 42	57. law	___caw___ 16
18. new	___pew___ 36	38. dep	___nep___ 34	58. day	___fay___ 20
19. hex	___vex___ 44	39. box	___hox___ 24	59. hod	___sod___ 40
20. fell	___cell___ 16	40. bib	___dib___ 18	60. bee	___cee___ 16

The numbers after the spelling word are the page numbers in ***Phonic Links*** for teaching that sound.

Teaching-Learning Procedure:

Once the testing of one or several students is completed (on one or several sounds), the task of teaching the phonic sound or sounds which have not been mastered can be undertaken. As stated earlier, the objective is for the child to be able to *apply* the sounds which he is taught and to *pronounce unfamiliar words successfully*.

Phonic Links is an alphabetical sequence of specially paired word charts accompanied by illustrated sight words.

1. Show the student the pictures and the sight words for the phonic sound being taught.
2. Have the student become so familiar with the sight words and their pronunciation that they become true sight words for this student. The student should be able to pronounce each sight word in random order *without the aid of the pictures*. We recommend covering the pictures with a card during this phase of the teaching. It may be beneficial to use the sight words as spelling words for those students needing to learn them. Drill cards would be useful.
3. Help the student recognize or discover that all of the illustrated sight words are alike in a certain way -- such as, they all begin with *cl*, or they all contain *ea*.
4. As when testing, show the student the paired words, with the teacher pronouncing the word on the left and the student pronouncing the word on the right. When difficulties are encountered by the student, refer him immediately to the sight word chart for that sound. Ask him to say those words. Ask him how they are alike. Ask him how the new word is like the sight words. Say the paired word on the left. Ask him to say the word on the right. Continue referring back and forth between the sight words and the paired words until the student can pronounce his new word without referring to the sight words. Then proceed to the other words on the list for the same sound until you are satisfied that the student can use the newly learned sound in pronouncing an unfamiliar word. To provide for additional practice the teacher can construct materials to coincide with the skills in need of practice. He might choose to pair the student with another student who had recently learned the same sounds, that he too could profit from the time spent. Practice must be emphasized. This student is now on his way to phonic mastery.

Definitions: ¹

Vowel:

1. one of a class of speech sounds in the articulation of which the oral part of the breath channel is not blocked and is not constricted enough to cause audible friction; broadly: the one most prominent sound in a syllable.
2. a letter or other symbol representing a vowel -- usually used in English of *a, e, i, o, u*, and sometimes *y*" (perhaps *w* in some cases)

Consonant:

1. one of a class of speech sounds (as \p\, \g\, \n\, l\, \s\, \r\) characterized by constriction or closure at one or more points in the breath channel
2. a letter representing a consonant; especially: any letter of the English alphabet except *a, e, i, o, and u*

Consonant Blend

a group of two or more successive consonants whose phonetic value is the sum of a value borne by each (as *cl* in clown and *spr* in spring)

Digraph:

1. a group of two successive letters whose phonetic value is a single sound (as *ea* in bread) [vowel digraph] or whose value is not the sum of a value borne by each in other occurrences (as *ch* in chin)" [consonant digraph]

Vowel Combination:

a group of two or more successive letters including at least one vowel, occurring regularly in the English Language, and usually having a particular sound pattern. Types of vowel combinations are:

- (a) Diphthong 1. a gliding monosyllabic speech item that starts at or near the articulatory position for one vowel and moves to or toward the position for another (as the vowel combination that forms the last part of *toy*)
- (b) Vowel Digraph: see Digraph above.
- (c) Other Combinations: those combinations containing consonants.

¹ Webster's Seventh New Collegiate Dictionary, c. 1965, and definitions derived therefrom.

SUMMARY:

A student may complete the **Total Phonic Inventory** in a few minutes with the instructor. This provides an efficient identification of student needs for phonic instruction. This testing guarantees the teacher the knowledge of exactly which phonic sounds each student knows and which sounds he needs to learn. This is basic to individualized instruction in phonics. Once the diagnostic testing is completed the work really begins with instruction in each of the sounds which the student needs to learn. This is best accomplished in a one-on-one situation between the teacher or tutor and the student.

MAKING THE INDIVIDUALIZED LEARNING PRACTICAL — The Teacher and the Tutor

In practice even though an experienced teacher should preferably always do the diagnostic testing using the TPI, a tutor may do the actual one-on-one teaching once the simple teaching method described above has been mastered. The tutor may be an older student in, say, the 6th grade or above, or a volunteer adult.

Teachers who have used *Phonic Links* in the classroom are invited to send success stories, suggestions for improvement, comments, or questions to the authors at www.readthrutheword.com , LCStansfield@sbcglobal.net, or 7615 Stueben Way, Stockton, CA 95207-1234.

Teaching Phonics — The Basics:

1. Teach Letter Sounds first. Be sure the student is pronouncing each letter correctly.
2. Teach initial consonants.
3. Teach final consonants
4. Teach short vowels
5. Teach long vowels
6. Teach consonant blends
7. Teach consonant digraphs
8. Teach vowel combinations

INITIAL CONSONANT bTEST WORDS

hub --- bub
hot --- bot

hop --- bop
dog --- bog

fur --- bur
rid --- bid

me --- be
my --- by
mud --- bud
dug --- bug
man --- ban
far --- bar
fun --- bun
say --- bay
let --- bet
den --- ben
rib --- bib
fit --- bit
rob --- bob
cow --- bow
tin --- bin
had --- bad
fed --- bed
leg --- beg
fat --- bat
toy --- boy
fox --- box
dig --- big
ruff --- buff

roll --- boll
toss --- boss
girl --- birl
hide --- bide
find --- bind
daff --- baff
mass --- bass
darn --- barn
fond --- bond
seak --- beak
send --- bend
pail --- bail
lore --- bore
runt --- bunt
fare --- bare
fill --- bill
full --- bull
dent --- bent
ream --- beam
dump --- bump
case --- base
sake --- bake
palm --- balm

talk --- balk
hate --- bate
fund --- bund
tabu --- babu
levy --- bevy
rode --- bode
mitt --- bitt
soar --- boar
nole --- bole
handy -- bandy
sarge -- barge
hatch -- batch
dowel -- bowel
toast -- boast
revel -- bevel
maize -- baize
round -- bound
fudge -- budge
weaver - beaver
litter - bitter
casket - basket
raffle - baffle
fellow - bellow

ball



bell



bus



INITIAL CONSONANT c (Hard)TEST WORDS

law --- caw
boss --- coss

sum --- cum
mad --- cad

mud --- cud
rub --- cub

loo --- coo
rob --- cob
hod --- cod
ram --- cam
bog --- cog
bon --- con
hop --- cop
fur --- cur
nor --- cor
sol --- col
box --- cox
boy --- coy
sun --- cun
rut --- cut
hot --- cot
fat --- cat
ban --- can
off --- coff
fall --- call

fuss --- cuss
rode --- code
loin --- coin
rove --- cove
dull --- cull
lore --- core
tarp --- carp
bone --- cone
nape --- cape
hold --- cold
rave --- cave
damp --- camp
rage --- cage
part --- cart
same --- came
hard --- card
fare --- care
horn --- corn
mote --- cote

soon --- coon
boot --- coot
made --- cade
hoax --- coax
loop --- coop
balk --- calk
hope --- cope
fool --- cool
hook --- cook
dolly -- colly
marry -- carry
would -- could
saber -- caber
vouch -- couch
fable -- cable
sandle - candle
basque - casque
tackle - cackle
tablet - cablet

INITIAL CONSONANT c (soft)TEST WORDS

bee --- cee
teil --- ceil

fell --- cell
hero --- cero

went --- cent
mess --- cess

lite --- cite
rede --- cede
mere --- cere
dense -- cense

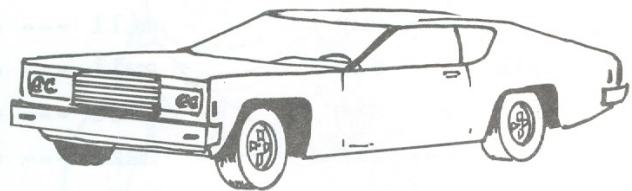
list --- cist
felt --- celt
finch -- cinch
tinder - cinder

lease -- cease
fella -- cella
ventral central
renter - center

cow



car



celery



INITIAL CONSONANT dTEST WORDS

bib --- dib
mom --- dom

mud --- dud
lag --- dag

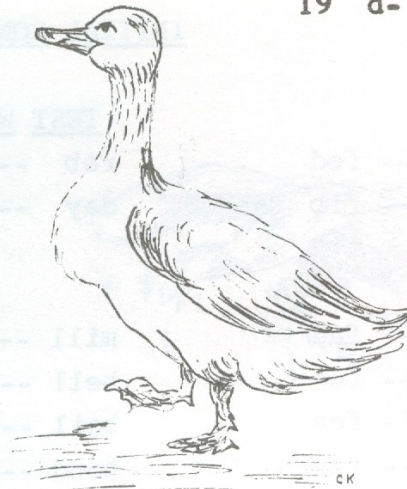
new --- dew
raw --- daw

if --- dif
moo --- do
lab --- dab
web --- deb
bid --- did
bee --- dee
ben --- den
rah --- dah
rub --- dub
him --- dim
pup --- dup
yak --- dak
fin --- din
hit --- dit
lap --- dap
lie --- die
lad --- dad
fig --- dig
bug --- dug
ham --- dam
man --- dan
lip --- dip
row --- dow
law --- daw

bob --- dob
hoc --- doc
roe --- doe
tax --- dax
say --- day
hot --- dot
race --- dace
baff --- daff
mike --- dike
mice --- dice
mill --- dill
gull --- dull
fare --- dare
haze --- daze
hate --- date
buff --- duff
moss --- doss
home --- dome
rope --- dope
ramp --- damp
bare --- dare
cart --- dart
hark --- dark
girt --- dirt

rime --- dime
mirk --- dirk
note --- dote
role --- dole
sour --- dour
foxy --- doxy
same --- dame
fuel --- duel
bump --- dump
fine --- dine
maze --- daze
fawn --- dawn
seem --- deem
hive --- dive
vent --- dent
lock --- dock
gown --- down
craft -- draft
lance -- dance
haunt -- daunt
bevil -- devil
lancer - dancer
babble - dabble
ripper - dipper

duck



doll



dog



INITIAL CONSONANT fTEST WORDS

led --- fed
rib --- fib

rob --- fob
day --- fay

dog --- fog
rub --- fub

lad --- fad
roe --- foe
see --- fee
lag --- fag
mid --- fid
big --- fig
bin --- fin
hey --- fey
lie --- fie
den --- fen
boy --- foy
mix --- fix
rug --- fug
sat --- fat
bun --- fun
mar --- far
bur --- fur
bit --- fit
sir --- fir
new --- few
race --- face

mill --- fill
bell --- fell
boil --- foil
bond --- fond
dike --- fike
lend --- fend
maze --- faze
rake --- fake
mess --- fess
ball --- fall
life --- fife
buzz --- fuzz
same --- fame
roam --- foam
dear --- fear
mate --- fate
hive --- five
pour --- four
lawn --- fawn
mast --- fast
mist --- fist

dorm --- form
dive --- five
harm --- farm
dare --- fare
mile --- file
goal --- foal
made --- fade
make --- fake
lair --- fair
whiz --- fizz
mirth -- firth
ditch -- fitch
hault -- fault
locus -- focus
savor -- favor
beast -- feast
might -- fight
pickle - fickle
burrow - furrow
tester - fester
sizzle - fizzle

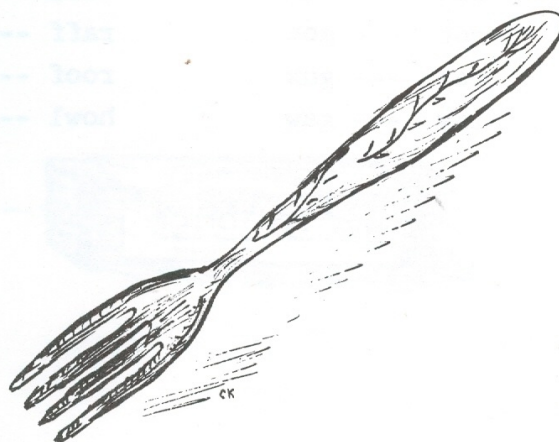
fox



five

5

fork



INITIAL CONSONANT gTEST WORDS

mad --- gad
sob --- gob

ham --- gam
few --- gew

dig --- gig
hue --- gue

so --- go
vas --- gas
may --- gay
dab --- gab
rid --- gid
boa --- goa
bag --- gag
mal --- gal
dog --- gog
fuz --- guz
far --- gar
bon --- gon
lap --- gap
han --- gan
too --- goo
dib --- gib
fun --- gun
him --- gim
but --- gut
bad --- gad
big --- gig
rot --- got
hax --- gax
law --- gaw

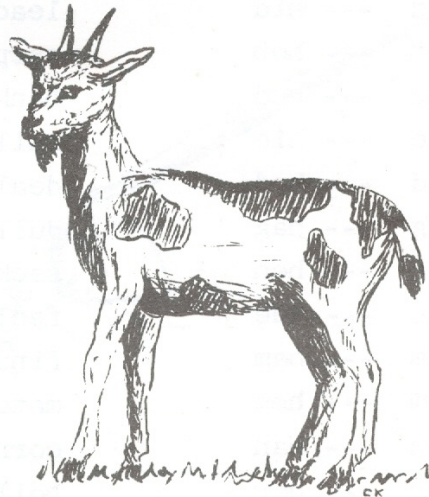
hat --- gat
lor --- gor
fun --- gun
bet --- get
road --- goad
burr --- gurr
rain --- gain
loaf --- goaf
foal --- goal
limp --- gimp
loam --- goam
ruff --- guff
hush --- gush
bird --- gird
hold --- gold
sing --- ging
silt --- gilt
fill --- gill
lite --- gite
dull --- gull
ball --- gall
raff --- gaff
roof --- goof
howl --- gowl

bout --- gout
hush --- gush
hurt --- gurt
bore --- gore
live --- give
hang --- gang
fate --- gate
lame --- game
rage --- gage
rain --- gain
wave --- gave
damp --- gamp
nape --- gape
wait --- gait
dash --- gash
lear --- gear
hasp --- gasp
maze --- gaze
funk --- gunk
shirt -- girt
built -- guilt
surge -- gurge
cable -- gable
butter - gutter

guard



goat



gum



INITIAL CONSONANT hTEST WORDS

lip --- hip
nap --- hap

box --- hox
pep --- hep

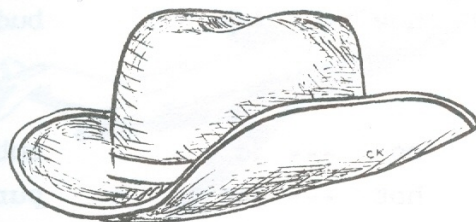
cup --- hup
law --- haw

la --- ha
me --- he
pi --- hi
no --- ho
as --- has
is --- his
rub --- hub
bad --- had
mid --- hid
rob --- hob
bud --- hud
lie --- hie
pod --- hod
lag --- hag
ten --- hen
sue --- hue
ram --- ham
gem --- hem
pan --- han
per --- her
dim --- him
dog --- hog
soi --- hoi
lap --- hap
new --- hew
rex --- hex
fey --- hey
fit --- hit
mop --- hop
lug --- hug

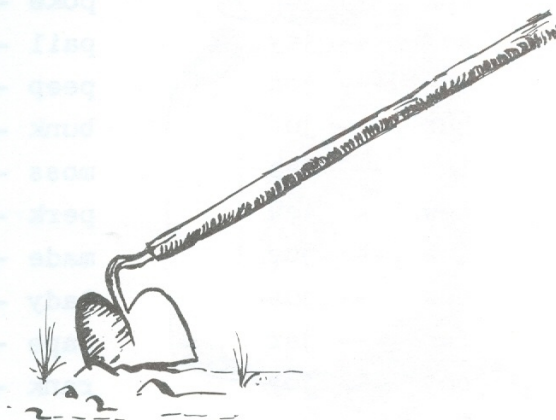
din --- hin
sum --- hum
say --- hay
rot --- hot
now --- how
boy --- hoy
but --- hut
calf --- half
lead --- head
carp --- harp
bank --- hank
mail --- hail
deal --- heal
dull --- hull
sack --- hack
feel --- heel
find --- hind
mate --- hate
corn --- horn
bell --- hell
fold --- hold
mole --- hole
fair --- hair
sand --- hand
rose --- hose
bone --- hone
ruff --- huff
daff --- haff
buzz --- huzz
mill --- hill

born --- horn
silt --- hilt
rack --- hack
made --- hade
long --- hong
cope --- hope
lock --- hock
went --- hent
mist --- hist
reap --- heap
dark --- hark
dump --- hump
curl --- hurl
good --- hood
dare --- hare
malt --- halt
bark --- hark
most --- host
part --- hart
rasp --- hasp
bone --- hone
miss --- hiss
boot --- hoot
lunch -- hunch
ledge -- hedge
leave -- heave
money -- honey
rumor -- humor
ditch -- hitch
raven -- haven

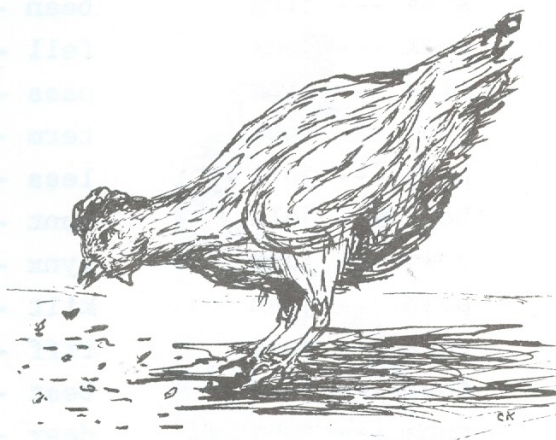
hat



hoe



hen



INITIAL CONSONANT jTEST WORDS

cab --- jab
now --- jow

fed --- jed
bud --- jud

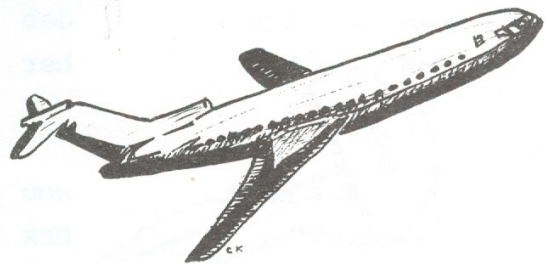
rib --- jib
had --- jad

no --- jo
hot --- jot
fig --- jig
rag --- jag
lip --- jip
rob --- job
fur --- jur
say --- jay
dog --- jog
but --- jut
lap --- jap
new --- jew
doe --- joe
bus --- jus
far --- jar
boy --- joy
law --- jaw
loin --- join
limp --- jimp
sing --- jing
sock --- jock
rink --- jink
robe --- jobe
poll --- joll
bolt --- jolt
room --- joom
posh --- josh
toss --- joss
fowl --- jowl
tuba --- juba

tube --- jube
purr --- jurr
fury --- jury
bump --- jump
rack --- jack
must --- just
poke --- joke
pail --- jail
peep --- jeep
bunk --- junk
moss --- joss
perk --- jerk
made --- jade
lady --- jady
cape --- jape
rank --- jank
mane --- jane
lamb --- jamb
fake --- jake
bean --- jean
fell --- jell
pass --- jass
term --- jerm
less --- jess
hunt --- junt
lynx --- jynx
kilt --- jilt
riff --- jiff
best --- jest
deer --- jeer

reel --- jeel
roll --- joll
kibe --- jibe
razz --- jazz
bolt --- jolt
lute --- jute
nutty -- jutty
point -- joint
mural -- jural
moist -- joist
lumpy -- jumpy
belly -- jelly
penny -- jenny
haunt -- jaunt
perky -- jerky
terry -- jerry
taper -- japer
tarry -- jarry
faded -- jaded
baggy -- jaggy
petty -- jetty
piggy -- jiggy
links -- jinks
bingo -- jingo
fudge -- judge
potty -- jotty
poker -- joker
folly -- jolly
ferkin - jerkin
racket - jacket

jet



jam



jug



INITIAL CONSONANT kTEST WORDS

rae --- kae
rob --- kob

deb --- keb
her --- ker

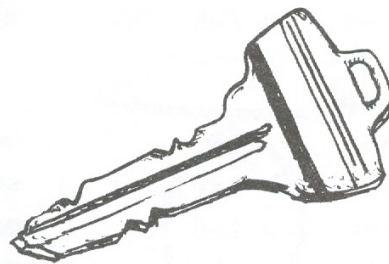
lip --- kip
leg --- keg

ha --- ka
go --- ko
lid --- kid
fan --- kan
den --- ken
loa --- koa
fat --- kat
hep --- kep
him --- kim
say --- kay
sin --- kin
get --- ket
fit --- kit
new --- kew
bed --- ked
top --- kop
bale --- kale
peek --- keek
serf --- kerf
hemp --- kemp
mite --- kite
pirn --- kirn
silt --- kilt
list --- kist
belly -- kelly

sou --- kou
hex --- kex
sea --- kea
fill --- kill
seen --- keen
feet --- keet
rain --- kain
deck --- keck
lane --- kane
moff --- koff
loto --- koto
miss --- kiss
lick --- kick
mind --- kind
deep --- keep
dook --- kook
dame --- kame
veto --- keto
hike --- kike
mine --- kine
birk --- kirk
dish --- kish
ring --- king
bolo --- kolo
fetch -- ketch

wilt --- kilt
with --- kith
mary --- kary
feel --- keel
seen --- keen
reef --- keef
help --- kelp
felt --- kelt
link --- kink
mist --- kist
fern --- kern
slept -- kept
grill -- krill
mitten - kitten
settle - kettle
rindle - kindle
filler - killer
nibble - kibble
zipper - kipper
wicker - kicker
biddy -- kiddy
revel -- kevel
hedge -- kedge
bench -- kench
witty -- kitty

key



CK

kayak



CK

king



CK

INITIAL CONSONANT 1TEST WORDS

hex --- lex
bug --- lug

far --- lar
hum --- lum

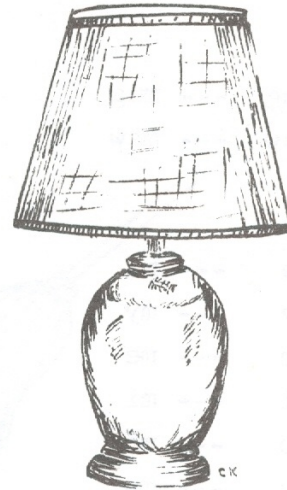
box --- lox
rib --- lib

no --- lo
say --- lay
get --- let
mis --- lis
dab --- lab
sea --- lea
fur --- lur
mac --- lac
til --- lil
koa --- loa
see --- lee
rob --- lob
fat --- lat
too --- loo
hit --- lit
tax --- lax
boy --- loy
key --- ley
yak --- lak
ram --- lam
man --- lan
fin --- lin
jux --- lux
map --- lap
fed --- led
bad --- lad
bag --- lag
beg --- leg
fie --- lie
raw --- law
bug --- lug

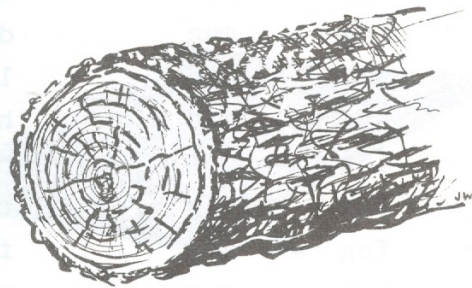
hop --- lop
sue --- lue
mar --- lar
new --- lew
dip --- lip
hot --- lot
row --- low
room --- loom
race --- lace
bean --- lean
hard --- lard
sack --- lack
hoop --- loop
dump --- lump
ford --- lord
pass --- lass
rode --- lode
just --- lust
ruff --- luff
mill --- lill
hull --- lull
miss --- liss
bike --- like
reap --- leap
mint --- lint
cost --- lost
mast --- last
damp --- lamp
fawn --- lawn
bead --- lead
fist --- list

mess --- less
mens --- lens
west --- lest
fair --- lair
made --- lade
same --- lame
road --- load
sing --- ling
roam --- loam
boon --- loon
rope --- lope
bout --- lout
soup --- loup
more --- lore
mute --- lute
hunt --- lunt
wilt --- lilt
rave --- lave
doll --- loll
bevel -- level
sever -- lever
beach -- leach
regal -- legal
hedge -- ledge
parch -- larch
tabor -- labor
hatch -- latch
beast -- least
dance -- lance
roach -- loach
bunch -- lunch

lamp



log



lid

