**Suggested Sequence of Skills for Student Presentation**

**Through use of the Gillingham Manual, 1997**

It is suggested that you introduce no more than 1 or 2 letters/concepts at each lesson especially for beginning readers (pg. 26).

 **Vowels Consonants**

**a**

 **t, b, h, m**

Sample words for reading: at, am, hat, bat, bam

**Cards**

**# 1-20**

**i**

 **j, k, p, f**

Sample words for reading: at, am, hat, bat, bam, mat, jam, Pam, pat, fat, fab

 it, if, bit, hit, kit, pit, pip, Tim, jip

**Additional consonant letters and consonant digraphs are introduced next – follow the suggested order on page 26 of the O-G Manual.**

**o**

**u**

**e**

**Pick cards for reading from the stack that include no more than 2 or 3 sounds.**

**At this point you will introduce the concept of a syllable – Syllables MUST have at least one vowel and are made by a single push of the breath.**

**This would be a good point at which to introduce the concept of the first syllable type, the Closed Syllable.**

**CLOSED SYLLABLE**

**A Closed Syllable has ONLY 1 vowel.**

**The vowel MUST be ‘closed in’ from behind by at least one consonant letter.**

**The vowel sound is SHORT.**

**A Closed Syllable can have up to 6 sounds.**

**Examples: at, if, sip, shop, Russ, Brad, grass, drift, clench, strand, splint, scrunch**

**Consonant Digraphs: Two consonant letters together making one sound.**

**wh**

**sh**

**th**

**ch**

**(The digraph ‘th’ has two sounds, voiced and voiceless)**

**Teach the spelling rule for the use of c, k, and ck**

**c goes with the vowels a, o, u cap, cab, cop, cot, cup, cub**

**k goes with the vowels i and e Ken, kit, kin, Kip**

**ck**

 **is used in one-syllable words immediately after a short vowel luck, back, sick, dock, pack, lock, peck**

**The Floss Spelling Rule (pg. 45-47 and pg. 150/151)**

**There are three consonant letters that are usually doubled when they stand at the end of one-syllable words after a short vowel – f, l, s and sometimes z**

**off, huff, puff, whiff, buff, muff, gruff, bluff, fluff**

**fill, well, will, bell, hill, sell, pill, dull, mull, till, dill, sill, bill, lull, mill, drill, shrill**

**bass, chess, mass, hiss, mess, kiss, less, moss, lass, Russ, Bess, glass, dress, stress**

**buzz, fuzz, jazz, fizz**

**As in most rules, there are exceptions to the FLOSS rule…**

When a **final ‘s’** makes the **/z/** **sound** it is **never doubled**.

Examples: **is, as, has, was, his**

Other exceptions include: **bus, gas** (these are abbreviations for ‘autobus’ and ‘gasoline’)**, plus, if, chef, gal** (slang). Teach these as exceptions or as sight words. They should each have a double consonant letter at the end if they were following the rule but they do NOT.

 In English there are some words that do double the final consonant but they should NOT.

Examples**: egg, odd, add, Matt, Todd, Squibb**

Before moving on to blends you will want to teach the ‘**all**’ /ȯl/

Examples: **ball, call, tall, fall, hall, mall, wall**

**Blends (pg. 47 & 48): Next you might teach the concept of a blend. Blends can be made up of 2- or 3- consonant letters. They may appear at the beginning of a closed syllable word, at the end, or at the beginning and at the end.**

**Remember to point out to students the difference between a blend, a consonant digraph, and a diagraph blend.**

**In blends each letter’s sound is heard as in blush – you hear the /b/ and the /l/, in the case of a 3-letter blend you hear all three consonant sounds – strap – you hear /s/, /t/, and /r/.**

**In consonant digraphs such as th, ch, sh, wh, ck, and ph you hear just one sound.**

**In digraph blends such as in the word brunch you hear a blend between the /n/ and /ch/. Other examples include: scrunch, shrimp, trench, thrust, Blanch**

**Remember to teach the continuants (blends with ‘f’, ‘m’,‘s’) before the stops (blends with ‘p’ and ‘t’), and start with beginning blends before end blends.**

On-line Resources for Pattern Words

[https://literacymethods.wikispaces.com/file/view/Word+List.pdf](https://literacymethods.wikispaces.com/file/view/Word%2BList.pdf)

<http://resourceroom.net/readspell/wordlists/default.html>

<http://ogforall.com/>

<http://www.marooneyfoundation.org/library/documents/pl-docs/training-manual-2013.10.12-toc-w-appendix.pdf>

<http://spencerlearning.com/downloads/ultimate-phonics-word-lists.pdf>