



How to Teach Candy's Systematic 4WAY Phonics - Step by Step

by Carol Kay



Candy Couldn't Read!

Candy **Can** Read Now!

Read Candy's TRUE Story



www.candy4wayphonics.com

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DEDICATION

This book is dedicated to six fantastic children:

**Jim, Tom, Rick,
Shannon, Carrie & Shelley**

Why?

**Because
Jim can read**

Tom can read

Rick can read

Shannon can read

Carrie can read

and

Shelley can read

**. . . and because they'll all be able to read
for the rest of their lives!**

We do not wish to offend, but for the sake of space and time we have chosen to use the gender pronouns of *he, him, and his* rather than switching back and forth between gender pronouns such as *he* and *she*.

We believe that all children are equal in the sight of God. However, it becomes too confusing for the writer and for the reader to include more pronouns than are necessary.

Thank you for your understanding and for your patience.

In His Service,

Carol Kay

**President,
Candy 4WAY Phonics Publications LLC
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PROLOGUE
THE TRUE STORY OF CANDY
Candy Can Read, and Your Child Can, Too!
(This true story, in more detailed form, can be viewed on
our webpage at www.candy4wayphonics.com)

**ONE-ON-ONE INSTRUCTION
FROM MOM OR DAD WORKS!!!**



ONCE upon a time
there lived a little girl
by the name of Candy. (The
real names in this story have
not been used in order to
protect Candy).

When Candy entered the
first grade, her parents were
excited because they hoped that their little girl would soon
learn to read.

Their dream was that Candy would learn to read
and would enjoy reading!

When she was small, Candy's mother had learned to read
by sounding and blending letters and by learning reading
rules in:

short vowels and long vowels,
consonants and consonant blends,
consonant digraphs and vowel digraphs,
diphthongs, and word families.

Candy's mother assumed that her little girl would also learn to read using this same phonics method.

However, she soon discovered that other methods of reading instruction had now replaced the “old” phonics method used in her day.

As time progressed, Candy’s reading skills did not develop. Soon, Candy was sent away to a little white cottage behind her school to learn to read using the “old-style” phonics methods.

Of course, that was the best thing that could have happened to Candy. When she left her regular reading group to attend her new phonics reading lessons, Candy was the worst reader in her regular reading group. However, when she returned to her regular reading group just six months later, Candy soon discovered that she had become the best reader in her reading group.

Why? The change in Candy’s reading ability happened because Candy’s phonetic reading teacher had used a strict Intensive 4WAY Phonics reading method.

Today, years later, Candy can read every magazine, newspaper, book, program, menu, job application, driver’s license test etc. placed in front of her. Candy does not struggle to read. In fact, Candy often reads simply for the sheer enjoyment of reading. There isn’t any English word that Candy cannot read. However, as exciting as Candy’s story is, this is what’s exciting today:

**Candy learned to read,
and your child
can learn to read. too!**

However, your child will need to use a tried and true reading system, and he will need a reading teacher who intensely and emotionally cares about his reading progress.

That means that your child needs **YOU** as his reading teacher. Your little one does not need a village or a certified teacher to learn to read.

**Your child just needs a mom
(or a dad)
who is willing to become
a fellow learner with their child.**

That's because God has designed PARENTS to instruct their own children in the foundational basics needed to get along in life.

Reading is one of those foundational basics. Of course, for the most part, a parent's one-on-one instruction in any subject area will produce better results than group instruction. Reading, however, is the entire foundation of all learning; therefore, reading is best taught to a child one-on-one by his parent.

It has been my teaching experience, in the home school arena, when talking with parents in one-on-one tutoring

sessions, and when talking with parents and teachers in the school-classroom setting, that our society has been fed a list of terrible, terrible “reading” lies.

These Reading Lies include the following:

- a.) LIE Number One - Teaching a child to read is difficult.**
- b.) LIE Number Two - Teaching a child to read can only be accomplished by a trained professional.**
- c.) LIE Number Three – Teaching a child to read requires the knowledge of a combination of several types of reading methods.**
- d.) LIE Number Four –Parents and others who decide to invest in reading materials must be prepared to pay a pretty penny for those materials.**
- e.) LIE Number Five – A parent who does not know phonics cannot teach a child to read phonetically.**

Well, here’s the truth of it all:

- a.) LIE Number One - Teaching reading is difficult.**

The TRUTH?

The subject of reading is not difficult to learn, and it is not difficult to teach. With patience and a correct 4WAY Phonics system, learning to read can be fun and full-filling for parent and child.

- b.) LIE Number Two - Teaching a child to read can only be accomplished by a trained professional.

The TRUTH?

Parents make the best teachers for their child.

- c.) LIE Number Three – Teaching a child to read requires the knowledge of a combination of several reading methods.

The TRUTH?

Teaching a child to read requires the knowledge of only one 4WAY Phonics system for reading.

- d.) LIE Number Four –Parents and others who decide to invest in reading materials must be prepared to pay a pretty penny for those materials.

The TRUTH?

Reading material should not be expensive. A consistent, time-proven reading system is all that is needed to create a good reader. The Candy 4WAY Phonics Program is a time-proven, complete K4 thru 4th Grade 4WAY Phonics Program, and it's designed for PARENTS and sold at a price PARENTS can afford!

- e.) LIE Number Five – A parent who does not know phonics cannot teach a child to read phonetically.

The TRUTH?

Parents who don't know phonics make the best phonics teachers, because more than anyone else, a parent knows his child's fears and thought patterns.

Moms and Dads, if you are willing to follow the steps in this book with patience and prayer, I believe that your child can learn to read fluently and confidently, because patience reaps fluency and prayer reaps confidence. So how can you get started?

To begin, select the one reading system that has never failed to work in any language or in any country or in any time period. It's known as "Intensive Phonics. Candy learned from an Intensive 4WAY Phonics System, but that will be explained later on. Please, read on.

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CHAPTER ONE

Pick the Correct Phonics Method

The first step in teaching your child to read is to pick the correct method. The best reading system, the most tried and true reading system, the reading system that has worked for centuries is the intensive phonics reading system, also called systematic phonics or phonics first. Intensive Phonics is a simplified reading science that deals with learning to read by hearing and distinguishing speech sounds (phonemes) within words and by mastering the art of pronouncing those sounds recorded in printed form (phonograms). For the English language, phonics can also be broken down even further into the method that taught little Candy to read back in the 50's. At *Candy 4WAY Phonics Publications* we refer to that method as the Intensive 4WAY Phonics System of Reading.

Many parents and teachers failed in their teaching venture, because they picked the wrong method.

Before we go into the Intensive 4WAY Phonics System of Reading, let's briefly touch on the three reading methods most widely used today.

METHOD A

The teachers who give reading instruction using Method A refer to this method as one that incorporates phonics, because they believe that it combines "phonics" and "whole language." This method is known as Look/say or the Whole Language method.

I raise two questions for using Method A: Why? and How?

To address my first question: Why mix phonics, which is proven to work, with whole language, which has so miserably failed American students?

The answer for this mixture is because most teachers today have no idea what phonics is, for they, themselves, were trained to read using whole language. This mixture is also taking place because many parents who are still suffering from the effects of their own inadequate reading training with whole language are demanding that their child get phonics in the classroom. So the American education establishment has mixed in what is commonly called “embedded” or “implicit” phonics with their old stand-by method of Look/Say. (Note: to read more about what is meant by embedded phonics and how it completely differs from intensive phonics, please see the FAQs page of our website at www.candy4wayphonics.com)

To address my second question: How can anyone combine two completely different reading methods and expect positive results?

The answer is simple. No one can. One method will be “pushed” over the other, and the method that is “pushed” will dominate and eliminate any effects of the other. In Method A, whole language dominates and eliminates the effects of phonics. Let’s examine this further by defining what is meant by “whole language.”

“Whole language” is a method wherein the teacher uses connected words in print (not individual letters or their sounds, but groups of whole words printed in whole sentences) to introduce a child to reading. This is how it works.

The teacher gives the child whole words to memorize. The teacher writes the words on a word wall and tells the students that they can memorize the word by either remembering the first letter of the word, or by looking at a picture on the same page as the word, or by looking at the shape of the word, or by looking at the phonogram chunk found at the end of the word. The children are taught that if they use enough of these “clues,” they will be able to “figure out” or “guess” the word. Let’s dissect this method a little.

- First, the child could be told the sound of the first letter in the word and then told to guess what the rest of the word might be. After he has guessed, the teacher will ask him if the word he guessed makes sense in the sentence.

However, what if another word that begins with the same letter could have also made sense in the sentence? Which word does the child pick? Also, what does the child do if he cannot read the rest of the words in the sentence?

- Second, the child could be told to guess what the word might be by looking at the picture on the page (that is, when there is a picture on the page).

However, what does the child do if the word he is guessing does not have its picture on the page? What about all the pictureless pages that appear with all the inbetween words? How is he to read all of those inbetween words? Finally, what happens if in the child’s next book,

the pictures change, or, worse yet, completely disappear?

- **Third, the child could be given the word from a “Word Wall” and simply told to memorize its spelling. The child will have been given the sound of the first letter of the word, but may or may not be given the sounds of the rest of the letters nor be taught any blending skills. He could, however, be directed to look at the general shape of the word.**

However, after seeing so many whole words on a word wall and being asked to memorize their spellings, letter by tedious letter, what does a child do when he can no longer remember all the words with all of their letters that have been placed upon all the word walls? And what about words that are shaped the same like:

bit and bat

or

though and through?

The child is left with having to memorize hundreds and eventually thousands of words (with all of their hundreds and thousands of letters); and that, most certainly, will get tricky!

For example, what if the last book the child used contained the word cat (with a picture of a cat on the page), but the next reader that the child uses contains the word “cot” (with no picture). How is the child going to remember the difference between the word cat and the word cot when he does not yet know that vowels exist, and he has not yet learned the short vowel sounds for the letters a and e.

Many educators today will tell you that they ARE using phonics in the classroom. If we are speaking about a public school classroom, then the phonics they are referring to is probably NOT intensive phonics.

To put it in the words of Rudolph Flesch, author of *Why Johnny Can't Read* and *Why Johnny Still Can't Read*, the phonics our children normally receive in the public school system is “token phonics window dressing.” Let me explain.

A reliable phonics program carries within its structure at least three distinct phonics approaches: synthetic, linguistic, and analytic – (Note: Candy’s 4WAY Phonics also includes a 4th distinct phonics approach). In addition to these three phonetic approaches, all of which are extremely important for a child’s reading progress, Mr. Flesch explains in his books that a thorough phonics program will teach a child “181 phonic elements. . . including all the letters and sounds necessary to read such phonemes as *ng, scr, oi, igh*, etc.”

However, Mr. Flesch goes on to explain that the phonics used in the majority of our public schools is mixed with a whole language approach and only includes 12 percent of the necessary phonic elements.

That 12 percent, in a nutshell, are the letter sounds of:

b, c, d, f, g, h, j, k, l, m, n,

p, r, s, t, v, w, y, ch, sh, th, and wh.

The latest methods in America's public schools handle these letters in one of three ways:

- a) Children are taught each of these letters as simply the first letter of a word or as the last letter of a word, but they are not presented as letters that can be blended with vowels at the beginning of words, or**
- b) They are randomly taught within a word family "chunk" and usually as a word ending, ignoring the importance of a left-right reading sequence, or**
- c) They are taught with a word family "chunk," but coupled with an overriding emphasis of whole-word memorization.**

Even when "some" phonics is taught, it is taught to classrooms of students in measurements that are left in total dependence upon how much phonics the individual classroom teacher has mastered. Unfortunately, the majority of our teachers have not been taught intensive phonics in their college education classes:

Teacher colleges shun best way to teach reading,
USA Today, May 17, 2000: Start of article:

"Imagine what would happen if the nation's medical schools ignored the latest scientific breakthroughs when training tomorrow's doctors. Hospitals would have to spend their time and money training new physicians themselves, or deny patients state-of-the-art treatment. Sound far-fetched? Not when it comes to scientific breakthroughs in education. In fact, many of the nation's teacher colleges think nothing of ignoring compelling new research that confirms the importance of using phonics to teach reading."

Phonics Foot Draggers, Los Angeles Times, March 15, 1999. Excerpt:

"Change is hard in education, as in other professions. That's why too many teachers still cling to the so-called whole language method of reading. . . "

You can be assured that American teachers are doing the best they can with the methods they've been taught to use, but they are still dependent upon look/say methods that teach children that beginning letters and ending letters in words are to be used as "clues" for "figuring out" what the rest of the word "might be."

The other clues, of course, include the picture on the page, the context of the sentence, and a reminder to the child that he has already seen that particular word on a Word Wall. Their methods do, indeed, include many of the word family chunks as part of its spelling program, but even word family instruction largely gives way to the sight readers that insist on the memorization of whole words.

The truth is, this mixture of whole language and a little bit of phonics is a frightfully, incomplete reading program. It leaves children with huge letter-sound gaps. But the worst result of this "whole" scenario is the following fact:

It convinces many children that reading is difficult, and these children are still convinced of this even after they become adults!

With Method A, a child is not going to suddenly develop the ability to memorize 40,000 WHOLE words by the end of the fourth grade. And yet, a child trained with intensive

phonics will have no problem sounding out 40,000 words by that point, as he surely must in order to read all the words in his science, history, math, and language books.

All kinds of excuses are given for children who cannot learn to read after being instructed with Method A. The following sample list includes the types of phrases teachers give to parents who question why their child cannot read. This list was published in the book, *Johnny Still Can't Read*.

These excuses include:

1. "Everything is Hunkey-Dory"
2. "We Do Teach Phonics"
3. "No One Method is Best"
4. "English Isn't Phonetic"
5. "Word Calling Isn't Reading"
6. "Your Child Isn't Ready"
7. "Your Child is Disabled"
8. "It's the Parents Fault"
9. "Too Much TV"
10. "We Now Teach *All* Children"

For a full explanation of the honest meanings behind these excuses, please read Rudolph Flesch's book entitled: *Why Johnny Still Can't Read*.

There are so many discrepancies with Method A that I could easily fill up another "whole book" with all of my questions and "what ifs" concerning this method. Suffice it to say, memorizing (not sounding out, but memorizing) hundreds and even thousands of words is even harder than it sounds.

The grave problem with Method A is that some children using this method never get a full phonics foundation. Therefore, for the rest of their lives they are unable to read unfamiliar words because they do not know the sounds within those words nor how to blend those sounds from left to right.

So again, my question is, why use Method A to teach reading, and why pass this method off as “phonetic” when it only contains 12 percent of the necessary phonetic ingredients, ingredients whose effects are eliminated by its mixture with the whole language guessing game?

One explanation could be that Method A gives the appearance early on to the parent that a child is “reading” and provides instant gratification for everyone. On the surface, this makes everything look good, but it’s a quick fix that cannot stand the test of time.

METHOD B

The second method used today is a popular phonics method called the Word Families method. This method was touched on briefly above.

The Word Families method uses word endings such as:
ag an ap at ay et and it.

To begin using the Word Families Method, a child is not taught the individual letter sounds. He is not taught the individual vowel sounds. He is not taught to blend a beginning consonant sound with the vowel sound that follows with a proper left-right reading sequence. Instead,

the child is taught to master vowels as they are attached with word endings such as at, et, ig, op, and up.

The child is then given practice with one of the word family combinations by having the instructor place different consonant letters at the beginning of each of these word families. For example, here are the teaching steps if a child begins with the word family combination of **ag:**

(Step 1) - The instructor could attach the consonant letter **t to the beginning of **ag** and the child would read the word **tag**.**

(Step 2) - The instructor could then attach the consonant letter **b to the beginning of **ag** and the child would read the word **bag**.**

The child continues to drill the word-family combination of **ag by having the instructor place more and different consonants to the beginning of **ag** thus creating a bigger and bigger word family for **ag**. An example drill for this word family would be:**

bag hag nag sag lag

The Word Families method is not a bad method. In fact, it has worked with many children.

**The negative with this method,
is that it doesn't always work
with every age group
and it encourages children to read words backwards.**

How? To answer that question, let me stop here and explain the difference between a phoneme and a phonogram.

A phoneme is an individual letter sound. A phoneme, therefore, represents the smallest sound segment a child can hear within an English word. When learning to read, children need to begin with phonemes rather than pairs of letters.

When taught properly, beginning phoneme sounds should be blended together in a word, from left to right, starting at the beginning of the word with the first phoneme sound and proceeding through the rest of word, again, from left to right. As the child continues through the word from left to right he blends together, from left to right, all of the phonemes sounds of the word until he has read all the way through the word.

When a child is given the opportunity to hear and blend together individual phonemes first, before focusing on word ending families, that child will learn to distinguish the individual letter sounds within words. This is especially vital when learning the vowel sounds. A spoken vowel needs to be “punched” as it is blended, so that a child can clearly hear the distinction between the individual vowel sounds.

Moms and Dads, when your child is given the opportunity to learn phonemes before learning word ending families, he will later be able to blend ANY combination of letter sounds, not just the combinations that would have been given him during a limited set of designated word family chunks.

The second negative that is all too possible with Method B is the fact that when a child switches back and forth too soon between the initial consonant sounds placed at the beginning of repetitive word-family endings, it can confuse him and cause him to begin reading from an incorrect right to left backward reading sequence. This is especially true with younger children.

For example, the word-family method, when introduced first in the reading process, starts out like this:

bag nag sag rag tag

Imagine yourself not knowing any of the words above. Which part of those words stands out? The ag stands out, and it's located at the end of each word. So the child focuses on the end of the word first, thus practicing a backward reading focus of right to left. Now let's look at a typical word string found in *The CANDY 4WAY Phonics Program*:

ba be bi bo bu

bam bed bit bog bus

Which part of these strings stands out? The letter b stands out, and that letter is located at the beginning of each element of these strings. So the child focuses first on the beginning of the word, thus practicing a correct reading focus of left to right. After he has learned a proper left/right reading direction, he can then go onto word families such as:

bent rent pant lint punt

because his focus will be on blending the first two letters and then tacking on the ending.

You see, up until the age of eight or nine years old, a child easily reverses letter placements. In other words, it's just as easy for a child to read a word from right to left as it is for him to read a word from left to right. However, by focusing on the beginning letters of phonics strings, a child naturally comes to the conclusion that words should be read from left to right. Which, of course, makes sense, since English sentences and paragraphs and books are all read from left to right.

It is very possible, then, that the younger the child, the harder it will be for him to read a word from left to right when the beginning letter sounds are constantly switching with each new word. The child will naturally focus on what is "constant" in the word string, and what is "constant" within word-family strings is, unfortunately, found at the end of the word and not at the beginning of the word.

Does this mean that word families should not be used as a tool for learning phonetic reading?

Absolutely not! In fact, word families make up a very distinct phonics approach that is vital for a COMPLETE phonics program. However, it's best to introduce word families after the child has learned to sound out words from left to right and after the child has mastered sounding vowels individually for many weeks before attaching vowels with a word ending.

Is there another phonics approach that can be used for beginning readers, a systematic approach that begins reading instruction by giving plenty of practice blending strings of two letters found at the beginning of words in

which the beginning consonant stays the same as well as introducing word families at a more appropriate time? Yes. Read on to learn about Method C: The Intensive Phonics Reading System.

METHOD C

Method C is a planned out system of learning called Intensive Phonics Reading Instruction. Intensive Phonics involves three overlapping phonics approaches: synthetic, linguistic, and analytic. *(At Candy 4WAY Phonics, we add one more approach called the R'sA Phonics approach (Rhyme, Rhythm, and Alliteration which makes beginning reading lessons more fun).* These approaches are not difficult to learn, and one approach easily leads into the next in a sequenced, systematic, step-by-step progression with each step being mastered before proceeding on to the next step.

Step One of this approach teaches a child the short vowel sounds, the consonant sounds, and how to blend beginning consonant and short vowel sounds.

Step Two gives the child practice with two-letter blends containing the same beginning consonant letter but changing the vowel that follows.

Step Three moves the child from two-letter blends, where the initial sound and the consonant sound are randomized, into three-letter words.

Step Four carries the child from three-letter words into four- and five-letter words.

Step Five wraps reading all together as it teaches the child all the rest of the phonics blends (phonograms) by placing those blends into more and more words. (Note: Word families are not taught within this approach until Steps three, four, and five. By delaying the introduction of word families, a child more proficiently masters a left-right reading sequence and is given sufficient practice with two-letter blends before moving onto three, four and five- letter words, thus enabling him to hear and distinguish individual letter sounds).

As a child progresses, mastering each step before going onto the next, he eventually builds a larger and larger reading vocabulary and gains speed (fluency) in his reading.

Later on in this book you will learn more of the details about the Intensive 4WAY Phonics approach that was used to teach little Candy to read, but for now, read on to Chapter Two: *Create a Correct Reading Atmosphere.*

CHAPTER TWO

Create a Correct Reading Atmosphere

This chapter is going to be very, very, very short -- only one page long. That's because it only takes a few paragraphs to describe this reading necessity. However, this step has been given the prominence of an entire chapter, and that's because the information in this chapter is sooooooooooooo important.

Making reading attractive begins by creating a correct reading atmosphere. Move to a noiseless room, a room in which you will not be able to hear a television program in the distance or the sound of voices in the background.

Next, develop that cozy moment of reading "anticipation" by having your child sit right up next to you on the couch. If your child is younger, have him sit directly on your lap.

Finally, make reading fun. "Fun" begins and ends by using the correct time schedule, coupled with TONS OF PRAISE. You cannot praise your child too much; it's impossible! A typical reading session could be made up of the following possible time percentages:

- 10 percent review,**
- 80 percent concentrated practice**

Everything in this chapter seems so simple, and it is, but please make no mistake, following these steps will make all the difference in your success!

CHAPTER THREE

Teach Intensive Phonics

In this chapter you will learn:

- a) The Overall Plan for Teaching Intensive Phonics
- b) How to Teach Initial Vowel and Consonant Sounds
- c) How to Use your own home-made Flashcards,
or how to use our ready-made *Candy 4WAY Phonics Rhyming Alphabet and Flashcard Charts*
- d) How to Teach Two-letter Blends
- e) How to Teach Three-letter Words

In a nutshell, Intensive, systematic 4WAY Phonics introduces children to the sounds (phonemes) that make up words. Children should be taught these sounds in tiny increments both audibly (phonemes) and from print (phonograms are phonemes written down). After a child has learned to recognize and repeat these individual sounds and after he can view and recite them confidently and without hesitation, these phonograms are then placed “inside words.”

A) WHAT IS THE OVERALL PLAN FOR TEACHING INTENSIVE PHONICS?

Teach your child all five of the short vowel sounds and then all the consonant sounds. (Each of these vowel and consonant sounds can be heard read aloud from our Rhyming Alphabet Charts located on our CD-R entitled: *The Candy 4WAY Phonics Audio Sounds CD-R*, included with the *Candy 4WAY Phonics CD-R Program*.)

Second, teach your child to blend one consonant at a time with each of the short vowel sounds.

Third, build your child from these two-letter blends into three-letter words. You do this by teaching your child to tack on an ending consonant to each two-letter blend he reads, thus making a two-letter blend into a three-letter word with a short vowel sound. By always beginning with the two-letter blend at the beginning of the word, your child will learn a correct left/right reading sequence.

Fourth, take your child from three-letter words that contain only one vowel into four and five-letter words that contain two or more vowels.

Fifth, continue to teach your child the rest of the phonograms. As your child learns more and more phonograms and blends them together within more and more words, he will build a larger and larger reading vocabulary.

(Note: The difference between a sight-reader and an intensive 4WAY Phonics reader can be seen by the comparison of how many words each type of reader can decode at the end of his/her fourth grade school year. By the end of third grade, the sight reader will be able to read 1,216 words and by the end of fourth grade, 1,554 words. In comparison, by the end of third grade, the intensive 4WAY Phonics reader will be able to read an estimated 30,000 words (approximately the same number of words that are in his spoken vocabulary) and by the end of fourth grade, 40,000 words.

When a child is taught using the Intensive 4WAY Phonics Reading System from, let's say, the age of five years old,

it is quite possible that he could be reading at a fifth-grade reading level by the middle of third grade. In fact, many children who began this reading approach at the age of three were able read at a solid second-grade level by the time they entered their Kindergarten year.

The intensive 4WAY Phonics system will appear to move slowly at first, but as your child becomes proficient in his phonics building blocks and establishes a phonics foundation, his reading level will eventually escalate far beyond that of a sight reader.

You can liken Intensive 4WAY Phonics to building a skyscraper. The contractor will build a foundation for his skyscraper that is not visible to the public for over a year. Then, suddenly, almost overnight, the super structure which rests upon this solid foundation appears so that everyone that drives by will say, “Wow! That was certainly built quickly!”

B) HOW DOES A PARENT TEACH THE INITIAL VOWEL AND CONSONANT SOUNDS?

The easiest way to begin teaching your child the vowel and consonant sounds is by using the Rhyming Alphabet Charts, the Multisensory Vowel Picture Helps, and Rhyming Alphabet Flashcard Charts from *Candy 4WAY Phonics*. However, you can also create for yourself 8 ½” by 11” flashcard letter charts (sets of two to four individual alphabet letters presented on one 8 ½” by 11” sheet of paper or cardstock). Why do we recommend presenting flashcards in two or four-letter sets on one 8 ½” by 11” card instead of presenting the letters individually?

At *Candy 4WAY Phonics* we have discovered that children benefit both from drilling individual phonograms as well as learning phonograms in small sets. Flashcards that come in sets rather than as individual flashcards can be far less intimidating to children. Through cognitive thinking skills, children can learn a phonogram by remembering who that phonogram “was standing next to.”

You see children have the ability to give inanimate objects human tendencies. This can be seen, of course, in the success of cartoon characters such as a sponge who moves and talks and thinks. Children are captivated by these forms of entertainment. To a child, remembering an inanimate phonogram by “who that phonogram was standing next to on a flashcard chart” isn’t any harder than attaching human traits to a cartoon animal or by remembering a new boy or girl he meets by remembering the friend who introduced them.

(Note – If you do not desire to make flashcard charts yourself, you can purchase those charts as part of the *Candy 4WAY Phonics Program*. *The Candy 4WAY Phonics Programs*, both the *Preschool Program* and the *Basic Reading Program*, begin children with Rhyming Alphabet Charts with and without pictures, Multisensory Vowel Pictures, and then uses the Candy Rhyming Flashcard Charts as extra drill for learning all of these individual alphabet and vowel sounds. You can purchase either of these packages for less than \$10).

**Here’s the easiest way to create
Flashcards Charts:**

FIRST - Create 2 sets of Flashcard Charts.

As part of the first set of Flashcard Charts place two vowels standing next to each other. For example, you could pick the vowels:

a and **e**

As part of the second set of Flashcard Charts attach along with the vowel a picture of an animal or of some kind of a person, place, or thing that begins with the same sound as the vowel.



SECOND - Next, create two sets of Consonant Flashcards.

On the first set of Consonant Flashcards place two consonants standing next to each other. For example, you could pick the consonants:

b and **l**

As part of the second set of Consonant Flashcards attach with the consonant a picture of an animal or of some kind of a person, place, or thing that begins with the same sound as the consonant.



C) HOW DOES A PARENT USE FLASHCARD CHARTS?

Have your child pronounce both the sound of the letter and the picture that illustrates that sound. Run through each of the vowel and consonant flashcard charts with the pictures at least once daily or even twice daily with your child 20 minutes in the morning and 20 minutes at night.

Teaching tip: Do not spend any longer than 20 minutes for any one reading session. Spending any longer than that accomplishes very little, since your little one's mind is exhausted after 20 minutes.

As you hold up each flashcard chart, have your child say the sound of each letter along with the name of the picture (do NOT have him say the letter name – at this stage you want your child to learn the letter sound).

(Note: Even though your child is saying the name of a picture, this is not sight reading. Your child is only using the picture to help him grasp the proper sound of the individual letter. Soon he will be able to say the letter sounds using the flashcard charts without the pictures.)

Teaching tip – If your child does not remember a letter sound, simply tell him the sound. Repeat the sound each time he needs to hear it as though you had never taught him the sound before. Eventually, take him through each of the sounds using the charts without pictures.

Once your child has mastered the vowel and consonant sounds on the flashcard charts without the pictures, print the vowels and consonants in large fonts in several sets of random order. (Note - Those drill sets are included as part of the *Candy 4WAY Phonics Program*.)

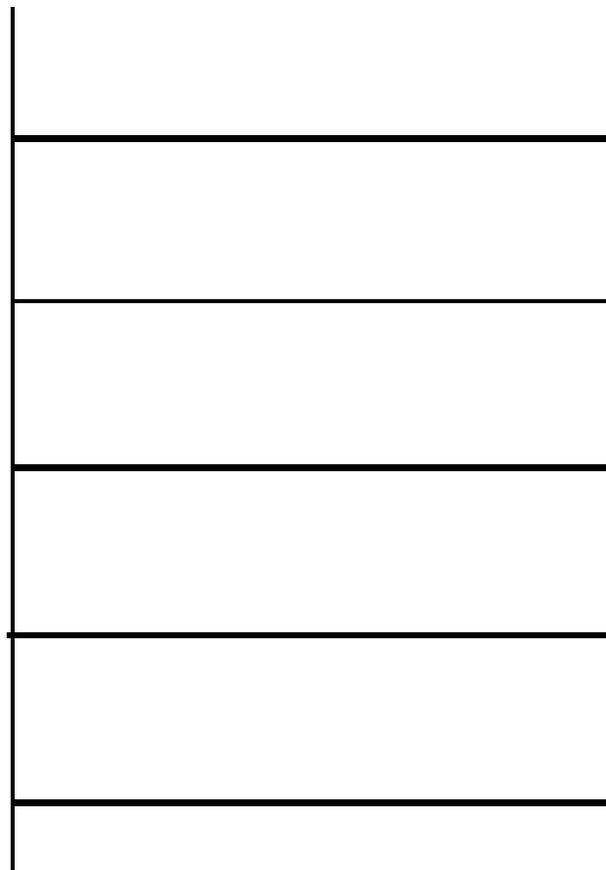
When your child knows all the letters and vowels from these random sets without hesitation, he is ready to begin blending consonants with vowels in two-letter blend ladders. Read on to find out about blend ladders.

D) HOW DOES A PARENT TEACH TWO-LETTER BLENDS?

Begin by visualizing a blend ladder.

**Draw a picture of a large five-step ladder
on a sheet of paper.**

It should look something like this:



Next, place a consonant and a vowel combination on each step of the ladder and teach your child the short sound for each vowel. When beginning blend ladders, always use the same consonant on each step of the ladder.

ba

be

bi

bo

bu

Now, eliminate the ladder (you needed it just long enough to catch the positioning and the concept) and you'll have a "blend string" left:

ba

be

bi

bo

bu

(Note – Blend ladders are already sequenced for you as part of *The Candy 4WAY Phonics Program.*)

Next, begin at the top of the ladder and help your child to blend each two-letter combination as he proceeds down the blend string. (NOTE: Remember to use the same consonant at the beginning of each combination.

For example:

DO use: ba, be, bi, bo, bu.

DO NOT use ba, ce, di, po, mu.

By placing the same consonant at the beginning of each combination, your child will learn a left-right reading sequence.

Teaching Tip: If you do decide to present two-letter combinations that begin with differing letters, **ONLY** use beginning letters that your child has already mastered on a previous blend ladder. *The Candy 4WAY Phonics Program* does this automatically throughout its sequenced *Candy Daily 4WAY Phonics Lessons*.

It is important that you exercise extreme patience when teaching the ladder blend strings. Some children take weeks and even months to catch on to these blends. Every child has his own “timer” inside. So respect that timer, because God put that timer inside your child for a reason.

When you help your child through a blend combination, always use a pointer (the end of a pencil) and point, first,

to the vowel by placing the tip of the pencil point under the vowel. The pointer enables your child's eyes to focus where YOU want those eyes focused. Have your child say the vowel aloud. If he cannot pronounce the vowel, say it for him. Then have him repeat it. Repeat the vowel as often as necessary. Once again, always have the tone of your voice pronounce the vowel as if you've NEVER PRONOUNCED IT BEFORE. Your patient tone of voice will convince your child that he/she is "smart." Always repeat any sound your child needs repeated as if you've NEVER SAID THAT SOUND BEFORE – even if it's the thousandth time you've repeated that same sound.

After your child has pronounced the vowel, place your pointer back to the beginning of the blend combination, pointing to the beginning consonant, and sweeping your pencil under both the consonant and the vowel as you read through the blend combination (reading from left to right).

What you have done here is to begin your child's reading adventure by teaching him that the vowels in words are the most important letters. You've taught your child that the first thing to focus on in the word is the vowel, but you've also taught your child that you have to go back to the beginning of the word and blend into the vowel and on through the vowel, thus establishing a solid left/right reading sequence.

This is why it's so very important to use a pointer to help your child's eyes to focus where you want them to focus. Practicing in this way will enable your child to develop a pattern establishing the vowel sound inside of a word BEFORE reading through the word.

For example, in order to blend the letters **ba** you would first place your pointer under the **a** and have your child pronounce clearly the sound of that vowel. Next you would go back and place your pointer under the beginning letter **b** and have your child say aloud: **baaaaaa** while you sweep your pointer through the **ba** blend.

Then repeat the final pronunciation of this two-letter blend by asking your child to repeat **baaaaa** as you, again, sweep your pointer under the letter **b** and on through the letter **a**.

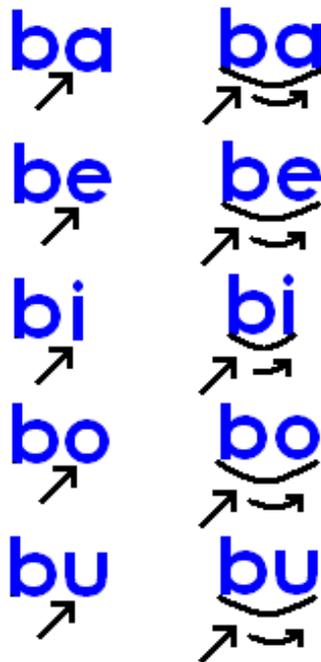
Teach each of the blend combinations on the remaining ladder steps by first placing your pencil under the vowel, having your child clearly pronounce the vowel sound aloud, and then going back with your pointer to the initial consonant and sweeping your pencil under both the consonant and the vowel as you read through the blend combination (reading from left to right).

Continue that same blend string each day until your child can say all five blends on the blend ladder perfectly without your help. **DO NOT** go on to a new ladder blend string until your child can say the previous ladder blend string perfectly.

As you proceed through the ladder blend strings, have your child master (with some kind of rhythm) each blend string before continuing to the next blend string. Be patient, because your patience and encouraging words will pay off eventually.

**"And let us not be weary in well doing:
for in due season we shall reap,
if we faint not." (Galatians 6:9-10)**

Here's a picture of how to use your pointer beginning with the vowel and then going back to the beginning of the blend and sweeping with your pointer through the blend.



Parents, please take note: When you come to the letter **q**, always place the letter **u** after the letter **q** (example: **qu**).

The blend word string for the letter Q will only have 4 steps with the following blends placed on the steps:

qua

que

qui

quo

In addition, when you come to the letter X the order of your blends will be reversed, so wait until you're finished with the rest of your consonants before introducing the X ladder blend string. Your blend string for the letter X will look something like this:

ax

ex

ix

ox

ux

E) HOW DOES A PARENT TEACH THREE-LETTER WORDS?
After your child has mastered all of the two-letter blend strings, go back to each blend string and tack on an ending consonant to each two-letter blend. You will now have word strings with a Consonant, a short Vowel, and a Consonant (a CVC pattern). Here is an example of proceeding from two-letters blends into three letter CVC words:

fa

fe

fi

fo

fu

Take that word string and tack on any consonant ending:

fat

fed

fit

fog

fun

or

tap

ten

tip

tot

tub

As you present to your child three-letter, CVC word strings, use your pencil as a pointer and point to the vowel in the word first. Have your child say the vowel aloud. Then take your pencil and point to the beginning consonant, sweeping your pencil under the first letter, then thru the vowel, and finally reading through the final letter of the word.

Some hints are worth repeating. So here goes: Always use your pointer so that your child learns a left-right sequence. When your child first sees any word, you want him to see the vowel in the word first. After he sees the vowel, you want his eyes to go immediately back to the beginning letter of the word and read through the word to the end -- from left to right.)

Continue with each of the two-letter blend strings and tack on an ending consonant for each ladder. *(If you desire to buy a program that does all of this for you,*

The Candy 4WAY Phonics Program covers everything discussed above within the first one and a half levels its program – all for less than \$10.)

After your child has mastered about a third of all the word strings with three-letter words, you can begin adding two-letter endings such as these three endings: –mp, –st –lt.

For example, your child is now ready to read drill sessions such as:

bad

belt

bib

box

bump

Parents, at times drills can be boring for children and for parents, but boring drills are essential. As often as possible, stop and use the words in your drill in sentences. Make a game of them. For example, in the above word string you could ask your child a question such as, “If you had your choice, which would you rather have, a belt, a bib, a box, or a bump? See what answer you receive and be sure and ask for the reasons behind your child’s choice. It’s amazing how much you can learn about what’s inside of a little mind by asking very simple questions.

It's very important not to skip blend strings. Blend strings are essential to learning phonics. Why? Consider this analogy. Have you ever watched a basketball team prepare for a game? During the entire first half of their daily, two hour practice, a basketball team will do nothing but repetitive drills. Only after the players have mastered the drills are they allowed to scrimmage (an informal practice game). This is because these pre-scrimmage drills improve each player's actual game performance, demonstrate to the coach the skills that need further practice time in future training sessions, and build up the physical endurance necessary for the players to win games.

Likewise, blend string drills improve each child's sounding out skills, demonstrate to Mom or Dad the blends that will need further practice time, and build up the confidence inside a child that is so necessary for his success.

Soon, you will be ready to move your child into reading sentences. First, however, your little student will need to learn a few sight words.

CHAPTER FOUR

Sight Words and Sentences.

You are now ready to teach your child Sight Words, those few words that break phonics sounding-out rules and, yet, are necessary to learn in order for children to read sentences at a beginning-reader level. So that children can begin to read simple sentences, sight words first appear along with short-vowel words that consist of just three or four letters. However, let me stop here and explain *The Candy 4WAY Phonics* philosophy about Sight Words.

Our list of Sight Words separates *The Candy 4WAY Phonics Program* from most other reading programs sold in America.

Most educators agree that Sight Words are “those words that do not follow regular phonetic patterns and rules.” Therefore, Sight Words are words that your child **MUST MEMORIZE – NOT SOUND OUT – BUT MEMORIZE.**

I partially agree with this definition.

I believe that there certainly is a list of Sight Words that must be memorized, but I believe that list is much smaller than most reading programs promote. This is because of two reasons:

FIRST, the long lists of Sight Words in most other phonics programs include words that can be sounded out

and

SECOND, many of the Sight Words that appear on these long lists are simply there because they are words that appear frequently in children’s book series such as the *I Can Read Books*. As a result, words such as “look,” “away,” “down,” and “blue” are often taught as Sight Words when, actually, they can be sounded out.

If you can believe it, there are actually well over 300 of these **UNNECESSARY**, so-called “Sight Words,” and they are taught regularly in our public schools as words that need to be memorized as whole words. These so-called “Sight Words” appear on thousands of word walls every year and in what is referred to as *The Dolch Sight Word List*.

At *Candy 4WAY Phonics* we emphatically believe that words should **NOT** be classified as “Sight Words” simply because they appear frequently in popular children’s book series. This is why *The Candy 4WAY Phonics Program* presents to parents a fraction of the number of Sight Words that appear in other curriculums. Further, we only include “real” Sight Words on our Sight Word List—those words that actually break phonics rules.

At *Candy 4WAY Phonics*, we teach just 58 sight words throughout our program. Only 33 of those words come from the 315 sight words listed on the Dolch Sight Word List.

In other words, the Dolch Sight Word list includes 282 words that **CAN** be sounded out. That’s 282 words that children are required to **MEMORIZE** as **WHOLE** words that they could have learned to **SOUND OUT!**

Fortunately, children are usually very adept at recognizing which words follow the rules and which words break the rules. If you've been a parent for very long you probably know that children are very good at knowing who breaks the rules, which rules were broken, and who got away with breaking the rules. Likewise, children are also very adept at recognizing when a word breaks a phonics rule and which phonics rule was broken.

So what would be an example of a word that appears on a Sight Word list that doesn't really belong on the list? Here's an example. Most reading programs include the word **WAS** as a Sight Word. However, this word is not a Sight Word because it can be sounded out. In *The Candy 4WAY Phonics Program*, the letters **Wa** in the word **WAS** are taught as pronounced in one of two ways:

wa as in **wag**

or

wa as in **want**

However, the word **of** does belong on a Sight Word List, because it follows no phonics sounding out rules whatsoever. So how do parents teach words that actually are Sight Words?

That's simple, just tell your child the word. When a word really does qualify as a real Sight Word (a rule-breaker), just tell your child that this word is a rule breaker, explain the rules that it's breaking, and then show him how to sound out the word using a pronunciation key.

Is it true that Sight Words can be sounded out?

Sight Words cannot be sounded out using regular phonics rules, but they can be sounded out using a pronunciation key. As part of the *Candy 4WAY Phonics Program*, our small list of Sight Words is presented in segments throughout our Daily Phonics Lessons.

In addition, the *Candy 4WAY Phonics Program* includes a *Pronunciation Guide* explaining the pronunciation symbols, as well as directions for using those symbols to sound out the Sight Words. To make it even easier, the *Candy 4WAY Phonics CD-Rom Program* that sells for just \$19.97 includes an Audio CD by which parents can hear every letter, and every word, and every sentence in every daily phonics Lesson, eliminating all the guesswork. (Note- we also sell that audio CD-Rom as an individual product as well.)

To practice learning the Sight Words, simply flash them before your child's eyes each day and have your child repeat them. As part of *The Candy 4WAY Phonics Daily Blend Chart Lessons* these Sight Words are continuously reviewed throughout the charts and then drilled to make certain that children have many chances to learn and retain them.

It is strongly recommended that parents should not only have their child read the Sight Words, but, also, have their child print and copy the Sight Words. These types of copywork lessons require children to use eye tracking coordination. Later on, this coordination will help them build reading fluency. It has also been shown that copywork gives a boost to visual perception skills. For sure, copying the Sight Words will help your child with both his spelling and handwriting skills and give him a "feel" for the correct spelling of the Sight Words.

In summary, at *Candy 4WAY Phonics*, we DO NOT agree with the number of Sight Words that most curriculums suggest. The standard Dolch Sight Word List used by a great many educators, for example, has 218 Sight Words for children to memorize.

Some programs use all 218 words. Some programs use 100. The words seem to be randomly picked depending upon which phonograms that each phonics program introduces.

You'll soon see that the *Candy 4WAY Phonics Sight Word List* contains a fraction of the number of Sight Words used in other reading programs. In *The Candy 4WAY Phonics Programs* parents are given a *Sight Word Guide* to show them how to correctly pronounce every Sight Word given in the program. In addition, parents are shown where each Sight Word is first introduced in the program. Sight Words are not introduced all at once but are given in increments in the *Daily Phonics Lessons*.

The *Candy 4WAY Sight Word List* is as limited in the number of sight words as is possible. This is because once your child has approached a word from a “sounding out” process, he will find it much easier to remember that word than if he had simply memorized it as a “whole” word.

Moms and Dads, don't spend any longer than a few minutes a day learning the Sight Words. After no more than ten minutes, STOP, and continue something else for the rest of your reading segment. Eventually, your child will have mastered all of the Sight Words.

Someplace in that sequence of learning, your child will need to begin to learn words with two vowels. Those two-vowel words are explained in the next chapter.

CHAPTER FIVE

Beginning Two-Vowel Words

Until now, your child has concentrated only on the short sounds of all the vowels, never on the long sounds of the vowels.

The long sound of each vowel says the sound of the name of each vowel. (Note: None of the consonant letters say their own name.)

For example, the long sound of the letter **a** says the name of the letter **a** as in the word: **ate**.

The long sound of the letter **e** says the name of the letter **e** as in the word: **eat**.

You'll notice that the word **ate** has one syllable and TWO vowels. You'll notice that the word **eat** has one syllable and TWO vowels.

In the word **ate** the first vowel **a** says its name, but the second vowel **e** doesn't say anything at all – it is silent.

In the word **eat** the first vowel **e** says its name, but the second vowel **a** does not say anything – it is silent.

There are two general rules that these words follow:

First: If a word has one syllable and two vowels and the second vowel is the letter e at the end of the word, then the first vowel says its name and the ending letter e is silent.

Example: āte

Second: Most of the time, if two vowels go walking together, the first vowel does the talking and the second vowel sticks with just walking.

Example: ōak

To teach your child the difference between words with long and short vowels, here is one fun, simple game you can play:

Make a list of simple words with both long and short vowels. Point to a word and do the following:

**The parent says the short sound of the letter
The child says its long sound**

or

**The parent says the long sound of the letter.
The child says it short sound.
Remember, practice makes perfect.**

When you believe that your child can easily distinguish and pronounce the long and short sounds of each vowel, practice distinguishing the vowel sound within three and four-letter words.

For example:

Present your child with both a three-letter word and a similar four-letter word such as: rat and rate

Take your pointer and point to the vowel in each of these words. Have your child say just the vowel sound of each word. Then have him go back to the beginning letter of the word and read through each word. Practice doing this with lots and lots and lots of three and four-letter words. Examples would be:

Tim - time ran - rain bat - bate Ken - keen tap - tape

When you think your child is building fluency, then mix some Sight Words in there and create simple beginning sentences with the short and long sounds of the vowels in the sentences.

You are now ready to use what the folks at *Candy 4WAY Phonics* refer to as: the “secret key to the phonics vault.” The key to this vault details the difference between Phonics and 4WAY Phonics. Read on.

CHAPTER SIX

The 4WAY Phonics System

In order to give your child every incentive available to learn to read, learn to teach a 4WAY Phonics Reading System. Intensive 4WAY Phonics Reading Instruction carries with it four strategies to approach the sounds contained in words.

These four strategies are:

**Synthetic Phonics,
Linguistic Phonics,
Analytic Phonics,
And R'sA Phonics.**

These four strategies sound difficult, but they are not. At *Candy 4WAY Phonics*, we use all four of them. However, to begin, I want to talk about just the first three phonics strategies: Synthetic, Linguistic, and Analytic.

Synthetic phonics builds from a single letter--to a word--to a sentence.

Linguistic phonics teaches a child to recognize patterned parts of words he has already learned to help him identify and read other words containing those patterned parts.

Analytic phonics begins with a whole word and breaks it down, first into phonemes--then into two-letter blends--and finally into individual letters. Analytic phonics is totally

dependent on the systematic learning of Synthetic and Linguistic Phonics first, so let me elaborate on this one.

Many public classroom teachers today will tell you that they teach reading by using analytic phonics. However, their definition of analytic phonics and the intensive phonics definition of analytic are two COMPLETELY different definitions.

Public classroom teachers who talk about using Analytic Phonics simply mean that they begin children with whole words (not letters and then blends, but whole words) and insist that children figure out what those whole words are by using the following ridiculous clues:

- a) “Look at the first letter; maybe you can figure out what the word is by the first letter.”
- b) “Look at the other words in the sentence; maybe you can figure out what the word is by what the sentence is saying to you.”
- c) “Look at the picture on the page; maybe you can figure out what the word is by the picture on the page.”
- d) “Look at a chunk inside the word that you recognize; maybe you can figure out the rest of the word if you can see this chunk.”

Simply put, their use of the term “Analytic Phonics” means “whole language” or the “whole-word reading method.”

However, when an intensive phonics instructor is speaking about Analytic Phonics, he is speaking about one strategy

within an entire phonics reading system. Analytic phonics is the last strategy introduced within the entire intensive phonics system. It's a strategy that teaches a student to break down whole words (words that he has already learned to sound out) into their smallest phonetic elements.

Let me assure you, that Analytic Phonics should NOT be taught until the student has mastered synthetic and linguistic phonics first.

Correct Analytic Phonics is useful when a phonics-first student has reached the place in his reading training where he has already learned a good many phonograms. He's already learned to pronounce and to blend beginning word parts with middle word parts and on through the word. Now, that child has reached the place where he is approaching words with more than two syllables. Analytic Phonics at this point can help him to break down whole words into recognizable smaller parts that he has already learned. Thus, he is able to clearly see the phonogram sections inside the word and to begin the process of sounding out and blending those sections together from left to right.

So now let's go back and talk about each of these approaches in more depth including the R'sA Approach.

The Synthetic Approach is the approach that you have already been learning about in this book. In this approach, the sound of one letter is synthesized with the sound of

another letter to create a blend. To Synthesize means to blend one sound with another sound to form a new sound.

Musical chords work in the same way. One note combines with two other completely different notes to form a chord. In other words, one note synthesizes with another note to create one sound.

Up to this point, you have been learning about how to combine a letter sound with another letter sound to form a blend. You've also learned how to combine a letter combination with other letters to form words. In this way, you have been learning how to teach reading using the Synthetic Phonics Approach.

The Linguistic Approach to phonics teaches a child to recognize patterned parts of words that the child has already mastered to help him identify and read other words containing those patterned parts. One aspect of this approach places these patterned parts into drill sessions. For example, beginning with the patterned word ending **ing**.

We can now create a drill session of words that end with **ing** such as:

king	ring
sing	thing
ping	fling
bring	sting

The Linguistic Approach should never be taught first.

It should always be taught AFTER Synthetic and Linguistic Phonics. Otherwise, your child will not gain a correct left/right reading sequence.

The Analytic Approach begins with a whole word and then breaks that word down first into phonograms, then into two-letter blends, and finally into individual letters. Analytic phonics depends 100 percent upon the systematic learning of Synthetic and Linguistic Phonics. Analytic phonics allows students to approach a word in exactly the opposite way of Synthetic Phonics.

Let's suppose that your child has already been taught to sound out the word **elephant. However, if he comes across the word **elephant** and fails to recognize its individual phonogram parts, you can show him those parts with the use of Analytic Phonics. The Analytic Approach will break the word **elephant** down first into phonemes, and then (if necessary) into two or three-letters blends, and then (if necessary) into individual letters.**

Divide the word elephant first like this:

el e phant

If the child needs more "breaking down practice," then divide the word like this:

el e ph an t

If he still needs more practice, then divide the word into individual blends and individual letter sounds:

e l e ph a n t

Using Analytic Phonics, divide the word **compromise:
com pro mise**

Explain that the first O in the word says its short sound and that the second O in the word says the schwa sound (the schwa sound is the short sound of U).

Treat the ending **mise as you would a word with two vowels that ends with a silent e. As you go through the steps of teaching your child phonics, you will learn which approach works best at the different stages of your instruction. When you make that determination, remember these four facts:**

Linguistic Phonics is 100 percent dependent upon Synthetic Phonics.

Analytic Phonics is 100 percent dependent upon Linguistic and Synthetic Phonics.

Synthetic phonics is incomplete without Linguistic and Analytic Phonics.

Linguistic phonics is incomplete without Synthetic and Analytic Phonics.

The use of all three phonetic approaches (Synthetic, Linguistic, and Analytic) are necessary to prevent a child from experiencing “reading gaps.”

One more explanation is necessary at this point. It has often been reasoned by phonetic teachers who are using a Linguistic-only phonics approach that it is easier for a child to learn to read a word such as **Sam** if the word **Sam** appears **ONLY** in a Linguistic-only word list such as:

Sam
ham
mam.

They further reason that it is more difficult for a child to read the word **Sam** if the word **Sam** is presented in a Synthetic word list such as:

Sam
sat
sack.

Consequently, the teacher opts completely out of a Synthetic Approach and opts only to use a Linguistic Reading Approach.

However, teaching a child both Linguistic Phonics (**Sam**, **ham**, and **Mam**) and Synthetic Phonics (**Sam**, **sat** and **sack**) enables him to read the word **Sam** in any setting. Isn't that what "learning to read" is all about? Phonics instruction should include all three word attack strategies: Synthetic, Linguistic, and Analytic.

At Candy 4WAY Phonics, though, we include one more Phonics Approach: The R'sA Approach

The R'sA Approach is a phonics strategy that incorporates Rhyme, Rhythm, and Alliteration. This strategy helps to compel children to want to read. Why? Because reading should be fun!

R'sA Phonics (Rhyme, Rhythm, and Alliteration) gives children a reading atmosphere that is "fun." Just as a "spoonful of sugar helps the medicine go down," children also learn best when they are offered "fun" words and phrases.

Words and phrases become "fun" when they are placed inside sentences with Rhyme and Rhythm. Likewise, Alliteration, when placed inside patterns of Rhyme and Rhythm, is "fun."

In *The Candy 4WAY Phonics Program*, R'sA Phonics is sprinkled into the charts and readers in measured doses at correct times. Rhyme, Rhythm, and Alliteration are intermingled with both simple and complex sentences, with dialogue, and with normal poetic selections so that children are introduced to all forms of written expression.

Question: What is Alliteration?

Answer: Alliteration is a form of writing that repeats either a consonant pattern or a vowel pattern.

**Examples of Alliteration:
Peter Piper Picked a Peck of Pickled Peppers
or
The cat in the hat had a bat in his sack.**

Knowing and using all FOUR phonetic approaches will equip you to confidently teach Intensive 4WAY Phonics to your child. The 4Way Phonetic Approach is not difficult, and when used correctly, produces readers of all ages who are not afraid to approach a new word that they've never seen before.

Now that you have learned how to teach the sounds of all the letters, how to teach three and four-letter words with their short and long vowel sounds, and how to apply The 4Way Phonetic Approach, you are ready to lead your child into the rest of the phonograms.

By the time you get to this stage, teaching the rest of the phonograms is a “piece of cake,” because your child has already learned to apply all the basics of phonics instruction and has developed the habit of sounding out words. So let's finish up and put the “learning to read package” all together.

CHAPTER SEVEN

The Rest of the Phonograms

At this stage in his reading, a child has learned to blend a beginning letter or digraph with either a one-vowel word chunk or a two or three-vowel word chunk. He has learned to do this reading from the beginning of the word on through the word until he reaches the end of word, thus establishing a correct left-right reading sequence. He has studied a word sequence that looks something like this:

ba
bat
batch
batting
bland
blake
flake
grate
stake
spade

He can mix up words like:

strand	and	string
step	and	steep
catch	and	crate

He can easily see the difference between each of these words because he can sound each of them out using a proper left-right reading sequence. So he's ready for bigger words with more syllables that contain phonograms such as this very partial phonogram list:

igh ew oo sch -tion -ous -ough -amb - alk

Learning the rest of the phonograms is nothing more than continuing with this “system” of 4WAY Phonics instruction, mastering each sound before proceeding to the next. The problem that you will encounter at this point is:

- a) What phonics “system” of instruction are you going to use that will teach the rest of the phonograms while also interweaving within the daily lesson plans the correct amounts of drill, correct sentence structure, poetry, dialogue, and fun rhyme, rhythm, and alliteration?
- b) What “system” of phonics are you going to use where one lesson leads naturally into the next lesson and where the lessons are written in such “a sequence” that your child is only reading words that contain phonograms that he has already mastered from his previous lessons?

For example, in *The Candy 4WAY Phonics Program*, your child will advance from reading:

Get Rick a pen, a tag and a sack.

to

“Yes, Mom,” said Glen. “This plant’s roots have depth, but I want to catch a glimpse of God, not just a glimpse of plant stems and roots.”

Your child will continue to advance from reading:

**Tenderloins are fried; steaks are charbroiled?
Some dogs are noisy; some cats are spoiled?**

to

It was a long-awaited message for almost everyone in that small mining town, and it prompted even those who were previously at odds with one another to unite together with a common resolve.

Looking at this last excerpt, you'll see several phonograms that your child will have built into his reading vocabulary such as:

the schwa sound that letter **a often makes in the words such as: alive banana astound**

**-ge at the end of a word
sounds like letter **j** with a silent e.**

The phonogram **al-
where letter **a** says the same sound
as the letter **a** in father.**

The word ending **-ed can either say **ed, t, or d****

As a child continues to progress from one phonogram to the next, he continues to build his phonics vocabulary little by little, step by step. By learning more and more of the sounds that make up words, his vocabulary will begin to explode with vast numbers of words of multiple syllables that he can “all of a sudden” sound out. However, this will only happen if you are carrying your child through a systematic phonics program that teaches daily lessons step by step followed by adequate spiral drill and review of all the sounds presented up to each given point of the program.

Moreover, learning how to divide words into separate phonogram sounds and then learning to put those words back together again is essential to a complete phonics education. Learning to tear apart and build words with multiple syllables is learned by:

- 1) Learning all the phonograms that make up words,**
- 2) Practicing those phonograms in more and more sentences, and**
- 3) Learning how to view words “in parts” before sounding them out.**

Is this difficult to learn? No, not at all. It does require, however, a proper systematic phonics plan. *The Candy 4WAY Phonics Program* uses such a systematic plan. For less \$10 we provide all the sequenced, step-by-step daily phonics lessons, charts, sequenced readers, flashcard charts, and drill, to give parents everything they need to teach their child to read. *The Candy 4WAY Phonics Program* will work with children as young as 4 years old as well as with older children who have never had phonics instruction. Upon completion of the program, your child will have learned to read **WELL OVER 30,000 words.**

CHAPTER EIGHT

Fluency and Comprehension

Let's talk briefly about fluency and comprehension. Fluency does not automatically lead to comprehension.

Fluency means that your child is blending letters and reading words accurately, smoothly, effortlessly, and with appropriate expression and meaning. It means he's not having to sound out each word before reading it but is reading words rhythmically, pausing when he comes to punctuation, going up and down in his pitch, and applying loud and soft speech when appropriate.

Comprehension means that your child understands what he is reading. However, comprehension does not automatically "happen" just because a child can read the words on a page. Comprehension is learned, precept upon precept.

One way that your young one can increase his ability to read for meaning is to be trained by his Dad and Mom to answer Who? What? When? Where? and How? questions concerning the content of what he is reading. If he is given enough opportunities to grasp the main idea of a paragraph, and to verbalize that main idea aloud, then his comprehension will grow.

Learning the Who? What? When? Where? and How? is just the beginning of comprehension. Real understanding happens when a child learns to answer the question: Why?

For example, if each morning your family discusses together a different historical event over breakfast, and if

your little one has reached the stage where he is reading fluently, he will be able to understand the historical facts that he reads better than most other children his age.

For example, if your student is reading a book about the Inca Indian tribe, chances are good that if your family is engaged in a conversation at breakfast time about some aspect of the Inca Indians, that your child will be able to link that breakfast conversation together with what he is reading in his book and gain a better understanding about the Inca Indian tribe. He'll be able to do this simply because he gained a prior knowledge of the Inca Indians through a family discussion.

In fact, let's suppose that your child is reading about a South African tribe, a completely different type of tribe that does not even involve Indians. Your child will still be able to understand what he is reading because he can "link" his knowledge about a "tribe" called Incas with this new material about a "tribe" living in South Africa. He could then decide how these two "tribes" are different and how these two "tribes" are alike because of his involvement in a family discussion about a "tribe" called Incas.

This type of comprehension is called "inferential comprehension." Inferences are conclusions that your child learns to draw after he has:

- a) searched for clues or hints that he has read in between the lines on the page**
- b) linked together clues he gained from one source with clues he gained from another source**

c) put clues from other sources together with his own experiences.

So, Dads and Moms, learning to read the text on the page, of course, is A VITAL FIRST SKILL that your child needs to learn if he hopes to delve into independent inferential thinking skills. This is because when children do not have to struggle to read every word on the page, it becomes much easier for them to proceed to the next step of drawing conclusions about the details given in a reading or making inferences based upon information they gained in between the lines of the reading or outside the lines of the reading. Comprehensive, inferential thinking takes place when children go beyond the standard facts given and proceed to research-based conclusions of their own.

How old must a child be before he can begin this process? Children as young as four and five years old can learn to connect bits and pieces of information from their own stored knowledge and from their own personal and conversations to bits and pieces of information they hear from stories they've read or hear others read aloud.

Reading aloud to your child will not teach your child how to read. However, reading aloud to your child will enable

him to hear numerous words that are not in his regular vocabulary and to hear details read through the oral expression of an adult.

The biggest advantage to oral reading, though, is the opportunity it gives to you, Mom, and to you, Dad, to discuss with your child what he thinks and feels about your particular reading selections.

For example, let's take the opening lines of *Goldilocks and the Three Bears*.

The opening lines of this classic story read as follows:

Once upon a time, there was a little girl named Goldilocks.

She went for a walk in the forest.

Pretty soon, she came upon a house.

She knocked and, when no one answered, she walked right in.

Those wonderful opening lines can open up whole channels of conversations between parents and children, conversations that begin with questions such as:

- **Why would you think that Goldilocks felt it was safe to walk in the forest alone?**
- **How do you think Goldilocks felt about having the name, Goldilocks?**
- **What kinds of names do you want to give to your future children, and why?**
- **Have you ever seen a house hidden away in a forest?**
- **Would you walk into a house if no one answered the door?**

It is easy to teach our children inferential thinking when we read aloud to them and stop to a) ask them to repeat what we read and b) answer questions that we ask. However, be prepared for the inevitable, because children who learn to discuss stories with their parents will eventually desire deeply to read those stories and draw those conclusions independently, by themselves.

If a child does not receive the proper phonics training to read for himself, he'll give up on reading, he'll give up on books, he'll give up on his own abilities to draw research-based conclusions, he'll lose confidence in his own abilities to express himself, he'll miss out on the adventure of using his inferential thinking skills to help others etc.

Parents, the biggest advantage that a child has through his own ability to read every word on the page is the opportunity it gives him to draw conclusions about the text he reads, both stated conclusions from the text itself and those conclusions that he can infer from the hints and clues hidden in between the lines.

This is why *The Candy 4WAY Phonics Program* was updated for today's parents and children. It is our sincere desire that children be given the necessary reading skills they need to:

- a) Read the written pages they will encounter throughout their lives,
- b) Mesh that information together with their own research, knowledge, and experiences
- c) Use that whole package to serve God's purposes.

Learning to read, building fluency, comprehending the words, and drawing inferences are some of the most exciting adventures your child will ever take!

Sadly, children who struggle to read every word on the page will never have the chance to take those adventures. Why?

In basic terms, it won't happen because comprehension doesn't "happen" when all of a child's energies are directed at memorizing one whole word, after another whole word, after another whole word, after another whole word, in the first grade, and then again in the second grade, and then again in the third grade, and then again for the rest of their lives.

Unlike Systematic 4WAY Phonics instruction, where a child eventually learns all of the sound symbols contained in all English words, whole-word instruction NEVER teaches enough words to enable children to read every word on every page! Sight-readers will forever encounter new words as well as old words that have to be guessed all over again!

You see, reading for meaning involves:

- **reading with ease, and**
- **reading with the ability to link prior knowledge with new knowledge.**

If you want your child to comprehend, then you must teach

him to read with ease, so that you can then spend time reading and talking with him about “everything.” You can then read him books and have him read books to you. You can then read him books and have him “tell you back” what you read. You can then have him read books to you and discuss with you what those books mean in terms of other books he has read and other information he has learned and other experiences he has had.

Once your child has learned to read every word on every page, you can read the Bible together with him. You can read the newspaper together and listen to the T.V. news together. You can go out for a glass of lemonade together and talk about what either of you recently read, or heard, or experienced. You can each gain more and more inferential tidbits by going to the library together, and going to live plays together, and going on field trips together, and going on trips to Grandpa and Grandma’s house together (please don’t forget to listen to their stories). Then reading can accomplish its purpose!

CHAPTER NINE

A TRAGEDY IN THE MAKING

(This chapter addresses parents who have chosen to homeschool.)

Did you know that it is possible to homeschool your child, to teach your child all of the phonogram blends, to work him into a first-grade reader, to actually finish a first-grade reader, and yet discover that he has slipped into a sight-reading pattern which involves “guessing” at words instead of sounding them out? Let me explain to you a typical way in which this can happen.

Let’s suppose you have a little guy – we’ll call him little Johnny.

You teach little Johnny all the letter sounds. You work him through all of his daily reading lessons and he learns all the sounds of the phonograms.

From there, you decide that’s he’s doing so great that you want to teach him full time in all the subject areas. So you decide to homeschool him. You purchase several pieces of curriculum including a sequenced, systematic phonics reading program such as *The Candy 4WAY Phonics Program* and you move him through all the daily phonics lessons and readers. You continue teaching him at home through the 1st grade. He’s an amazing reader! All of your family and friends are simply astounded at his intelligence and at your ability to teach him. Eventually, you reach the end of the school year, and summer break is just around the corner. You break for summer and have a great time in the sun for three months.

At the end of August, your family and friends begin to tell you about all the social activities that little Johnny is going to miss out on this next school year. They tell you that Johnny needs to get away from Mom, get on the school bus “like a normal child,” and attend school with all of the other children in his neighborhood. They completely ignore all the stories and statistics that show all the benefits of socialization activities when they are planned by caring parents.

They further convince you that your child be a social misfit if you keep him at home any longer. They also remind you of what a great job you did teaching him to read, but they also convince you that it’s time he used all of that learning in a real classroom setting. So you listen to them, and you place him into the second grade in the public school system for the following school year.

And Voila! You discover at the end of the school year that your friends were correct. You DID do a good job teaching little Johnny to read! In fact, here he is, getting ready to go into the third grade, and he’s leaps and bounds ahead of the other children in his class. He has received tons of reading awards, and he has shined in math because, after all, he could actually read all the instructions and all the word problems in his Math Activity Workbooks.

At the end of the school year, you bring him home for another summer filled with fun and sun. You even go to the library and pick out some really good books while imagining little Johnny with you each evening reading and discussing things as he did before.

However, you soon discover that when its little Johnny’s turn to read he is “guessing” at the words. In fact, you find

yourself constantly reminding him of the phonograms, encouraging him, time after time, to break apart the words and sound out the phonetic parts and read through each word from left to right.

It seems that he has forgotten the blends, and he has forgotten that the correct approach to a new word is to decide upon the vowel sound, go back to the beginning of the word and sound through the word from left to right to the end of the word,

Instead, he grabs one or two sounds in the word that he “remembers” and then he guesses at the rest of the word. He’s constantly looking at the picture on the page for word clues. He’s even reading other words in the sentence that he does know to get more clues. To your dismay, you discover that he is no longer sounding out the words in the way you taught him.

Little Johnny’s new reading “habits” have happened because he did, indeed, succeed at becoming socially acceptable. He became “part of the group” including part of his reading group. He unknowingly bought right into their sight-reading techniques. After all, he was exposed to those techniques every day, day in and day out, for the past nine months, and the person he wanted to please was no longer you; it was his teacher. It is only logical that he would have followed the same reading habits as every other child in his class. So now, he has become what we could accurately call “a phonics-based sight reader.”

The purpose of this chapter is to let you know that it is definitely possible to teach your child all of the phonogram blends, work him into a first-grade reader, actually finish a first-grade reader, and yet watch your

little phonetic child slip into a sight-reading pattern which involves “guessing” at words instead of sounding them out?

If this happens to you, try not to be alarmed, because you do have options. Your tragedy in the making can become a tragedy “undone.” For example, the situation can easily be corrected if you happened to have homeschooled your little one through the third grade. You see, in the fourth grade, reading groups in the public schools usually have ended. Therefore, the push for sight-reading techniques is over, and you can rework all the phonogram blends with your child, and then take him into the higher-level reading books during the summertime. Of course, this won’t solve the dilemma of all of those new “socialization” skills he will learn throughout his public school years.

However, if you discover this sight-reading problem at the end of your child’s second-grade year, it will not be an easy fix because your little student will still need to go through another whole school year using sight-reading techniques in his reading group, techniques that you will constantly be trying to “undo” each evening before bedtime. It could get to be such a struggle, that you might be tempted to give up, and just let your little one “go with the flow.”

I would encourage you to NOT give up. Your child will pay for your decision for the rest of his life. Please don’t forget, if this happens to you, homeschooling is still an option. Homeschooling has proven to be quite successful, especially if continued all the way through high school.

Many home-schooled children enter college a year early, and they do not turn out to be social misfits. Rather, a

great many of them turn out to be successful, grateful, courteous, God-fearing individuals and/or spouses, with wise parental ingenuity, profitable business-sense, and benevolent social skills.

CHAPTER TEN

The Patience-Approach Formula

I've tacked on this one final chapter because – well -- let me assure you, there IS a Patience-Approach Formula that works! When this formula is joined with the correct phonetic method, your child CAN learn to read. So what is this formula?

First off, before I disclose the formula, let me ask you to ask yourself an honest question. Is there anything in particular that triggers your anger level?

Before you begin to teach your child to read, keep an anger journal. In your journal, record what it was about your child's behavior or words or mannerisms that caused you to feel anger, as well as the time of day that you felt this way, your hunger level, how much sleep you had, the day on the calendar, the noise level in the room etc.

Don't pretend that anger is not an emotion that you sometimes have with your child. All parents at times become angry even if they choose not to express or harbor that anger in a sinful way. Identifying what makes you angry can enable you to recognize the pattern of your angry feelings and stop them dead in their tracks.

These preparatory steps of action on your part can cause a happier reading time between you and your child as well as personal character growth in yourself.

Remember that patience is a virtue, and it is God's will that patience finish its work within you. (Romans 5:3-5 & James 1: 2-5) You are about to embark upon a captivating

reading adventure with your child, and God can use that adventure to finish his work of patience inside your heart.

If you feel yourself begin to reach an undesirable patience level, STOP! and right then, send your child off to play. Tell him you're proud of him, give him a hug, and begin again the next day.

Patience can grow by simply choosing to remain within a formula that has proven to work. SO WHAT IS THAT FORMULA? It is this:

**When you teach a concept, or a letter sound,
or anything else to a student,
always teach the concept
as if you've never taught that concept before
even if it's the millionth time you've taught it.**

This formula should also be exercised even within the SAME LESSON. For example, even if you've already repeated a concept 10 times in the last five minutes of instruction, repeat that concept again, as if you'd never explained it before.

Your patience should be reflected not only in your words but also in the tone of your voice and in your mannerisms. It's actually more important for YOU to develop patience than it is that your child master that lesson on that day, because without your patience, your child might never master his lessons. To summarize everything, let us close with this:

**With YOU as your child's teacher,
and by exercising patience and faith in God,
there is no limit to what your child can learn!**

In His Service,

Carol Kay

President

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