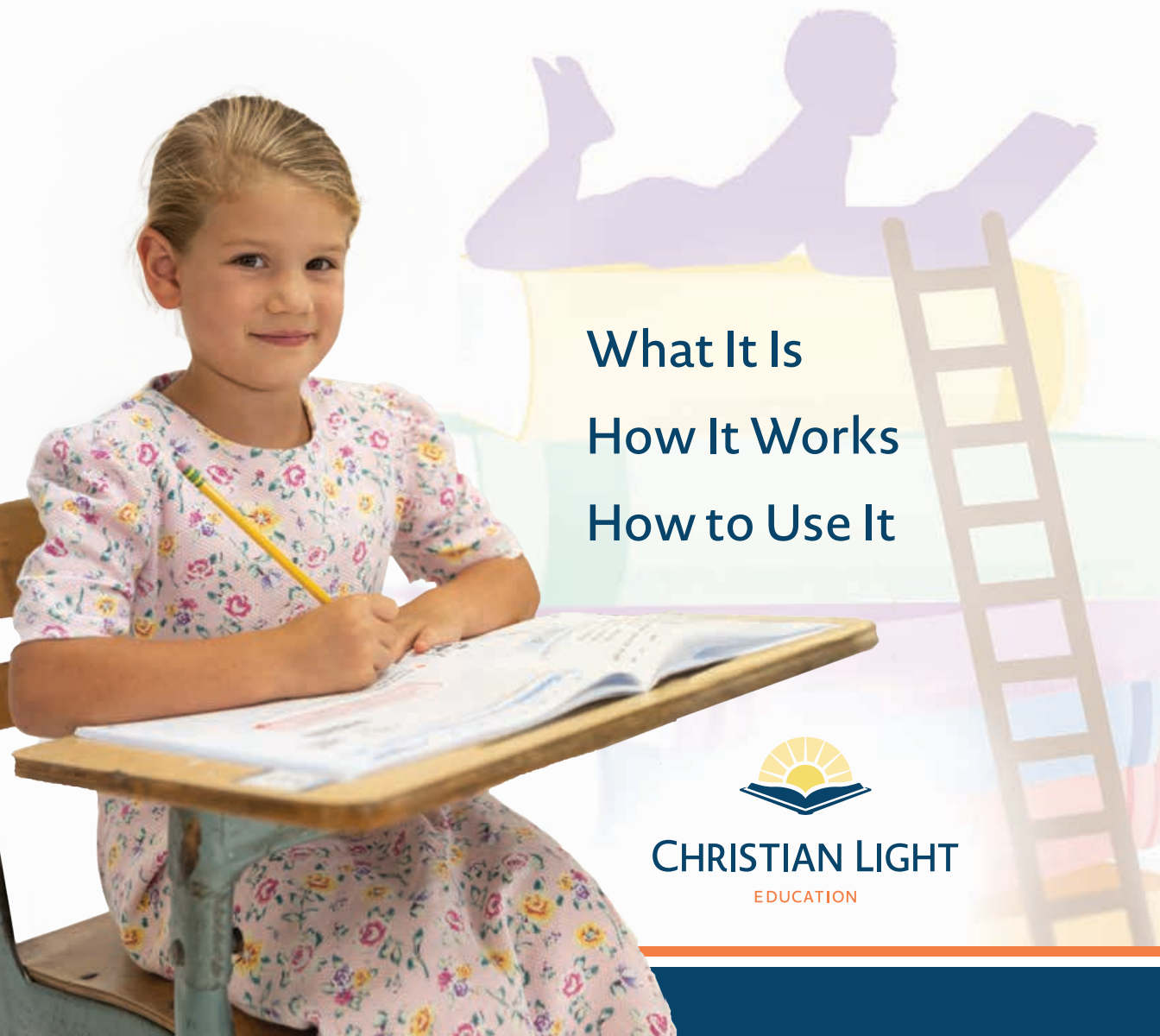


# INTRODUCTION TO Phonics Foundations

Remedial Reading and Spelling for the Dyslexic Student



What It Is  
How It Works  
How to Use It



CHRISTIAN LIGHT  
EDUCATION



## INTRODUCTION

Parents and teachers agonize with students who work harder with less success than other students due to dyslexia. Parents and teachers want so much to help, but help can be hard to come by. Programs might be ineffective, unsuitable for the situation, or unaffordable. In the meantime, students struggle on as well as they can.

Phonics Foundations is Christian Light's answer to the need for a user-friendly and flexible solution for teaching students with dyslexia.

Phonics Foundations employs the Orton-Gillingham method of instruction to build reading and spelling skills. This course incorporates multisensory activities and hands-on practice into each lesson. These activities strengthen weak phonological connections and help the struggling learner build fluency in reading.

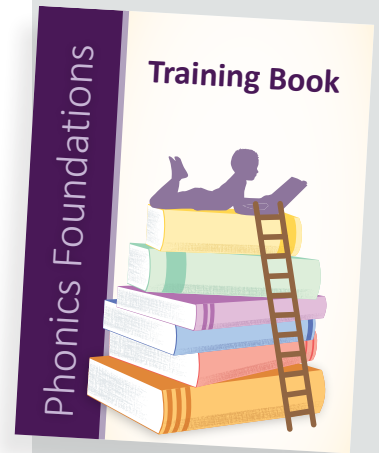
# COMPONENTS

## Starter Pack

### Training Book

The Training Book provides instructions on how to teach the course. The book describes what dyslexia is, how to use the assessments, and how to proceed through the six-part lessons.

An appendix of reproducible teacher resources is at the end of the Training Book. This book is required for the course and a teacher should study it thoroughly before attempting to teach the course.



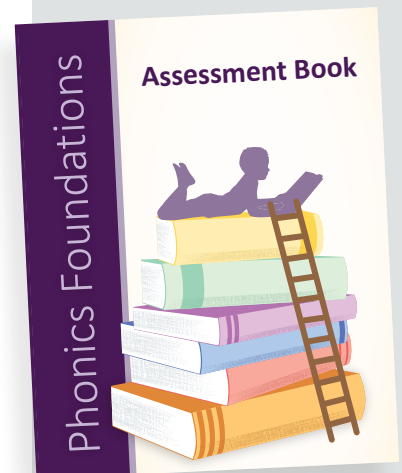
### Assessment Book

The Assessment Book includes two assessments: the Phonological Awareness Assessment and the Letter and Sound Assessment. The Phonological Awareness Assessment tests the student's ability to hear and manipulate distinct sounds.

If the student tests out of the Phonological Awareness Assessment or successfully completes Unit 1, the student will proceed by completing the second assessment in the Assessment Book: the Letter and Sound Assessment.

The Letter and Sound Assessment tests the student's ability to hear sounds and connect them with the symbols that represent the sounds. The teacher proceeds by teaching only the unknown skills within a unit.

To successfully finish a unit, the student must complete a posttest that shows whether he has mastered the skills within the unit. The built-in system of assessment allows the student to focus on the skills he is deficient in and move through the course as quickly as he masters the skills.



## Unit 1 Teacher's Guide

If the Phonological Awareness Assessment reveals a weakness in phonemic awareness, the student will need to complete Unit 1. Unit 1 is entirely phonological awareness practice, so there is no work with the letters or written symbols. There is no student book for Unit 1. This unit practices word play: hearing, breaking words into sounds, deleting, replacing, manipulating, and rhyming sounds.

## Units 2-6 Teacher's Guides and Student Books

The student's weak reading skills, identified in the Letter and Sound Assessment, are targeted in Units 2-6. In Units 2-6 the student works with the letters, combinations, rules, and affixes that comprise reading and spelling. Each unit builds sequentially on the previous one. All the flash cards and student books are required. Units 2-6 cover the following concepts:

- » Unit 2: Consonants and Short Vowels
- » Unit 3: Affixes, Blends, and Syllables
- » Unit 4: Long Vowels and Homophones
- » Unit 5: Diphthongs and Spelling Rules
- » Unit 6: Unstressed Vowels and Advanced Digraphs



# TEACHER CARDS

## Teaching Cards

The Teaching Cards are full-color, half-page size cards with a picture and letter(s) on the front. These cards are used daily to introduce a new phoneme or rule and include a key word, rules, and memory aids on the back of the cards.

## Rule Review Cards

These cards are full-color, quarter-page size cards with a picture on the front representing the rule the card reviews. The back of the card has information about the rule. These cards are used to introduce and review spelling rules.

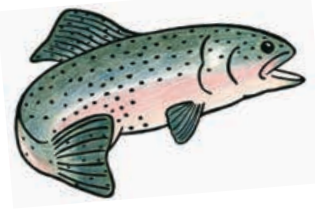
## Instruction Cards

The Instruction Cards are quarter-page size, text only, in black and white. As a handy teacher reference, they list the precise procedures to follow while teaching the six parts of the lesson.

# STUDENT FLASH CARDS

This set of cards includes each letter or phoneme introduced in the course. The set is used to introduce new letters or letter combinations and add them to the student's deck for daily drill and review.

The student's deck is composed of their known phonemes revealed in the assessment, and the phonemes they have learned since the assessment. Each student will have a unique card deck. Teachers should have a set of student cards for each student unless the teacher wishes to re-sort the stack of cards in preparation for each student. However, multiple students can reuse the set.



Ff



R1a

### C and K Rule

\* The sound /k/ is spelled with c when followed by the vowels a, o, and u.

Examples: cat, cob, cup

Unit 2 Lesson 17

-ck

• • •

chick

Silent Rule: The silent soldier has a vowel to keep it short. There are three Silent Soldiers—c, t, and d.

- Use Soldier C when spelling /k/ after a short vowel syllable.

1. /k/ as in chick

S18

Unit 2 Lesson 18



## How It Works

Phonics Foundations is designed to be used anytime after the middle of Grade 1 when the student demonstrates difficulty with reading. Assessment and intervention with Phonics Foundations is appropriate for a struggling student in the latter half of first grade, or upon completion of first grade.

In that sense, the course is designed for younger students. However, any dyslexic student or adult could be assessed and taught using this course. The activities are designed for children but could teach reading skills at any age with some adaptation to make the activities age appropriate.

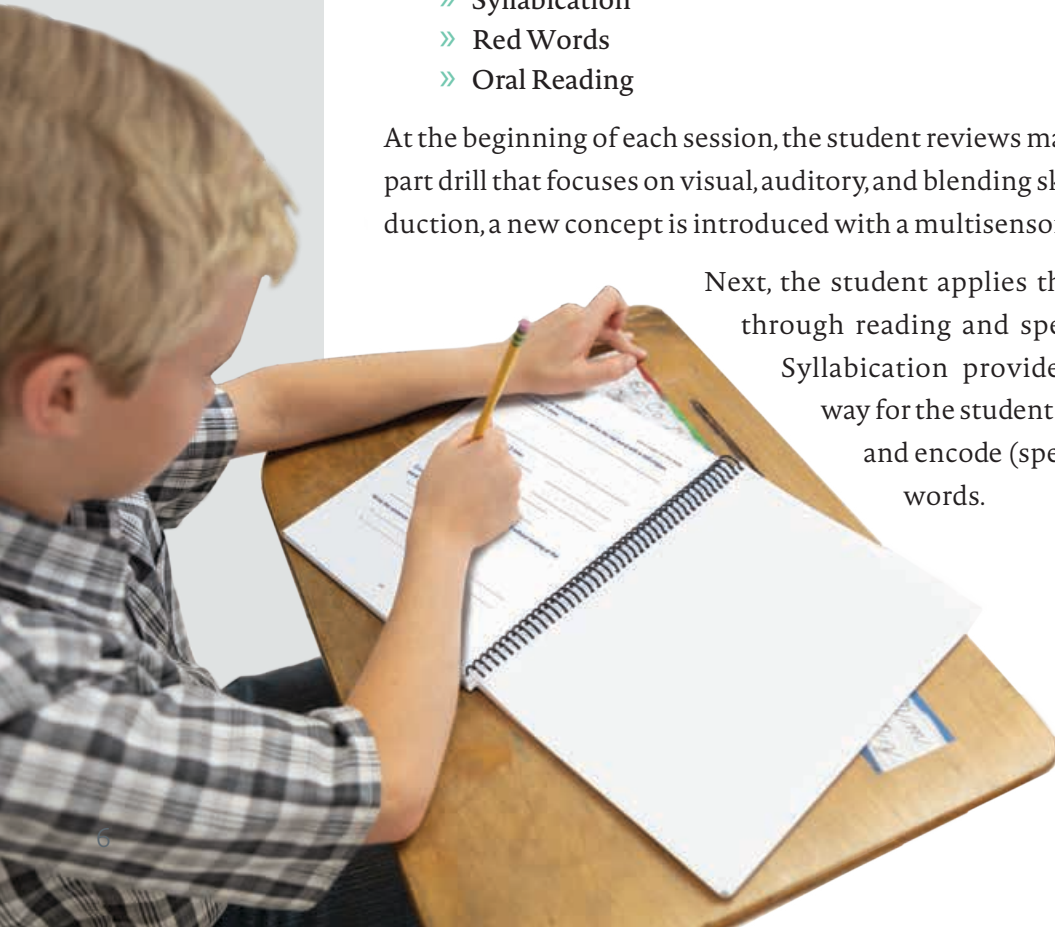
Each lesson in Units 2-6 includes six parts:

- » Review
- » New Introduction
- » Reading and Spelling
- » Syllabication
- » Red Words
- » Oral Reading

At the beginning of each session, the student reviews material in a three-part drill that focuses on visual, auditory, and blending skills. In the introduction, a new concept is introduced with a multisensory activity.

Next, the student applies the new concept through reading and spelling activities.

Syllabication provides a systematic way for the student to decode (read) and encode (spell) multisyllabic words.



The student learns and reviews non-phonetic words in the red words section of the lesson and finishes with an oral reading exercise that combines the new concept with both non-phonetic words and known phonetic words in a story.

## How to Use It

### Is Dyslexia the Problem?

If a student is struggling, eliminate hearing and visual problems first. Many learning difficulties stem from poor eyesight. Also, a hearing problem can first appear as a literary problem because the student has difficulty hearing words and phonemes clearly. For this reason, Christian Light recommends that a student be tested for visual and hearing impairment before beginning Phonics Foundations.

Other factors aside from dyslexia to consider: illnesses that have caused a loss of class time or skill development, lack of parental interaction and exposure to literature, speaking a different language at home than the language of literacy instruction, emotional stress not related to learning, inadequate instruction, and various types of developmental issues.

While the Training Book defines and describes dyslexia, the course does not diagnose dyslexia.

### Time and Number of Lessons

Ideally a student will complete two to three lessons per week, in sessions of thirty minutes to an hour. If a student works through all six units at this pace, he will finish the course in two nine-month school periods.

The time to complete the course will vary from student to student. Some students will progress more slowly than others. Some students will be able to skip some of the lessons, based on their assessment results.



## Progression With Other Subjects

Phonics Foundations teaches reading and spelling. To avoid confusion for the student, Christian Light recommends that the student pause work in Reading and Language Arts while he completes Unit 1 and Unit 2 of Phonics Foundations.

In Units 3-6, he should not work in Reading, but if he is able, the student may complete Language Arts 1 and 2, skipping phonics-related exercises. By keeping up with the grammar parts of the Language Arts lessons, it should be easier for him to integrate back into third-grade Reading and Language Arts when he finishes Phonics Foundations.

Note: This is a general recommendation and should be customized to each student.

## Dedicated Teacher

Phonics Foundations requires a dedicated teacher. It is designed for one-on-one tutoring. Whether this program is used at home or at school, the teacher must have ample time to dedicate to working with the student. It is not recommended that a teacher add this subject to a full schedule alongside simultaneous classroom responsibilities.



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