



Phonogram Cards

Thank you for purchasing these phonogram cards from Everyday Homeschool. We hope they are helpful for your child's literacy journey!

HOW TO PRINT & USE THE CARDS

If you print these pages double-sided, you should get the letter on one side and the sounds & example words on the reverse side. The sample words are for the parent's use, not the child. The child just memorizes the sounds. [Here is our article that explains how to teach the phonograms step by step.](#)

TRACK YOUR CHILD'S PROGRESS

The phonogram list & tracking chart is on pages 2-3. It's a 2 page printable that is useful for quick reference, and for keeping track of which phonograms your children have mastered. It can also be used for practicing phonograms on the go.

The order that the phonograms are listed on the chart is the suggested order of teaching.

GAMES & GAME CARDS

There are a few low-prep games listed on page 3 that you might enjoy playing with the phonogram cards. For ease of playing, I've also included game cards beginning on page 26. These cards are smaller & should be printed single-sided so that the sounds aren't seen on the back of cards. Of course, you could always make your own on index cards too. **A light gray font is used on the game cards so that they're not see-through on regular printer paper.** For durability, you might laminate them, or print on card stock.

**Printing note: Choose "fit to page" any time you're having trouble with printing size.*

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Phonogram Progress Chart

Phonogram	Sounds	Example Words	Notes & Spelling Hints	mastered	mastered	mastered	mastered	
First 26 phonograms								
1	m	m	mat	<p>Avoid the urge to say "muh," "puh," "buh," "tuh," when teaching consonant sounds. Instead, make sure the shortest version of a consonant is pronounced. If you're not sure how to pronounce a sound, they can all be heard easily at https://phonograms.logicofenglish.com/chart.</p> <p>Eventually, your child will learn y can be either a consonant or a vowel. When y says /y/, it's a consonant. When it makes one of the other sounds, it's a vowel.</p> <p>Q is always written with a u.</p>				
2	s	s, z	snake, has					
3	p	p	pat					
4	a	ă, â, ah	apple, able, father					
5	n	n	no					
6	t	t	tip					
7	b	b	bad					
8	j	j	jump					
9	e	ē, ē	tent, be					
10	h	h	hot					
11	g	g, j	gulp, giraffe					
12	d	d	dog					
13	c	k, s	cat, cent					
14	o	ō, ō, ō	on, go, do					
15	k	k	kiss					
16	r	r	rat					
17	i	ī, ī, ē, y	it, ice, stadium, onion					
18	v	v	victory					
19	f	f	foot					
20	z	z	zip					
21	y	y, ī, ī, ē	yes, gym, by, baby					
22	l	l	log					
23	w	w	wig					
24	qu	kw	queen					
25	x	ks, z	fox, xylophone					
26	u	ū, ū, ō, ū	up, pupil, flyte, put					
Multiletter Phonograms								
<p><i>Black notes are spelling tips for the multi-letter phonograms to sometimes say so that your student learns them along with the phonogram.</i></p> <p><i>Gray notes are for the teacher's use only.</i></p>								
27	th	th, TH	tooth, this	th indicates "unvoiced" and TH indicates voiced. Put your hand on your throat while you say "tooth and this" to feel the difference.				
28	sh	sh	ship					
29	ch	ch, k, sh	chip, school, chef					
30	ck	k	black	2 letter /k/				
31	ng	ng	sing	ng, not ing is the phonogram... example: sing, sang, sung.				
32	wh	w	what	2 letter /w/				
33	ee	ē	sleep	/ē/ double e always says ē				
34	er	er	her	/er/ as in her				
35	ar	ar	car					
36	or	or	horse					
37	ed	ed, d, t	braided, pulled, picked	The ED past tense ending creates another syllable if the base word ends with /d/ or /t/. Otherwise, the ED sounds like /d/ or /t/.				
38	oy	oi	boy	/oi/ that we may use at the end of English words.				
39	oi	oi	hoist	/oi/ that we may not use at the end of English words.				
40	aw	ă	saw	2 letter /ă/ that may be used at the end of English words.				
41	au	ă	author	2 letter /ă/ that may not be used at the end of English words. (English words do not end in i, u, v, or j.)				
42	ow	ow, ō	plow, snow	May be used at the end of English words.				
43	ou	ow, ō, o, ū, ū	mouse, soul, group, country, would	May not be used at the end of English words. (English words do not end in i, u, v, or j.)				
44	ai	ă	laid	2 letter /ă/ that may not be used at the end of English words. (English words do not end in i, u, v, or j.)				
45	ay	ă	play	2 letter /ă/ that may be used at the end of English words. (English words do not end in i, u, v, or j.)				
46	oa	ō	boat	2 letter /ō/ that may not be used at the end of English words.				
47	ir	er	first	/er/ as in first.				
48	ea	ē, ē, â	eat, bread, break					
49	igh	ī	night	3 letter /ī/ used only at the end of a base word or before a T.				
50	tch	ch	watch	3 letter /ch/ used only after a single vowel that is not long.				
51	dge	j	fudge	3 letter /j/ used only after a single, short vowel.				
52	oo	ō, ū, ō	food, book, floor					
53	ew	ō, ū	flew, pew	May be used at the end of English words.				
54	wr	r	wrap	2 letter /r/ used only at the beginning of a base word.				
55	kn	n	know	2 letter /n/ used only at the beginning of a base word.				
56	igh	ă, ī	weight, height	Used only at the end of a base word or before a T.				
57	oe	ō, ō	toe, shoe	2 letter /ō/ that may be used at the end of English words.				
58	ti	sh	martian	Tall /sh/ - used only at the beginning of any syllable after the first one.				
59	ey	ă, ē	they, key	May be used at the end of English words.				



Phonogram Progress Chart

	Phonogram	Sounds	Example Words	Notes & Spelling Hints	mastered	mastered	mastered	mastered
60	ear	er	<u>ear</u> ly	/er/ as in early.				
61	ui	ō	<u>ui</u> t	Two letter /oo/ that may not be used at the end of English words.				
62	ie	ē	<u>ie</u> ld					
63	ph	f	<u>ph</u> onograms	2 letter /f/				
64	gu	g, gw	<u>gu</u> ide, language					
65	gn	n	<u>gn</u>	2 letter /n/ used at the beginning or the end of a base word.				
66	augh	ā, āf	<u>taugh</u> t, <u>laugh</u>	Used only at the end of a base word or before a T.				
67	ei	ā, ē, ī	<u>thei</u> r, <u>protei</u> n, <u>feisti</u>	May not be used at the end of English words. (English words do not end in i, u, v or j.)				
68	ough	ō, ō, ō, ow, ūf, ōf	<u>thoug</u> ht, <u>doug</u> h, <u>throug</u> h, <u>boug</u> h, <u>roug</u> h, <u>troug</u> h	Used only at the end of a base word or before a T.				
69	si	sh, zh	<u>sessi</u> on, <u>divisi</u> on	Used only at the beginning of any syllable after the first one.				
70	ci	sh	<u>graci</u> ous	Short /sh/ used only at the beginning of any syllable after the first one.				
71	wor	wer	<u>wor</u> ship	/wer/ as in worship				
72	ur	er	<u>hur</u> t	/er/ as in hurt				
73	es	ez, z	<u>touch</u> es, <u>pie</u> s	Plural noun ending and third person singular verb ending.				
74	cei	sē	<u>recei</u> ve					
75	bu	b	<u>bu</u> y	2 letter /b/				



Phonogram Games & Activities

Each game has a very short setup time! Modify all the games to be as short/long, easy/hard as you want.

Hot & Cold

Choose some phonogram cards that your child is practicing and reviewing to hide around the room/ house. Then play 'hot and cold' as your child gets near the cards. When they find one, they have to say it correctly or you get to hide it again! For extra practice, switch roles and let them hide the cards for you. When it's your turn to say the sounds, get some wrong on purpose so that they have to correct you.

Sticky Note Match Up

Place the phonograms the child is practicing or reviewing in a row on the floor, wall, fridge, or white board. Then, write each phonogram on one post it note and put the post it notes around the house/ yard/ room... wherever you are playing the game. As the child finds the post-it, they should bring it to place it by its matching phonogram card & say the sounds aloud. If the miss sounds, you get to hide the post it again.

Memory Match

Cut index cards in half to create 2 of each phonogram your child is practicing or reviewing. Write in pencil so that you can't see through while playing. Play Memory Match together, saying the sounds as you turn them over each time. Keep these in a baggie that's accessible so the child can play independently if he wants.

Go Fish

Create pairs of phonogram cards as described in Memory Match. Deal 5 cards to each player and put the rest in a draw pile. Play Go Fish! By asking for sounds, not letter names!

Child: "Mom, do you have a /s/ /z/" (those are the 2 sounds for the phonogram s)

Mom: "Nope, go fish! Do you have an /ă/ /ā/ /ah/?"

Child: "Yes!"

Make sure everyone always has at least 5 cards in their hands, and the game is over when all matches are made.

Phonogram Hop

Place the phonograms in a line or fun shape and have your child jump from phonogram to phonogram saying each sound. 1 sound = 1 jump, 2 sounds = 2 jumps, 3 sounds = 3 jumps.

Make it extra fun by doing challenges:

- Spin jumps
- Jump as high as you can
- Jump and say the sounds as quickly as you can
- Add a jump rope
- Put the phonograms across the room from one another and make them run back and forth in between jumping.
- Place obstacles nearby that they have to get around on their way to the next phonograms.



Phonogram Games & Activities

Slide It In

Use hands on letters to play this game. You can [DIY some letter cards](#) or purchase some. I like these 3:

- [Premade cardstock magnetic tiles](#)
- [Wooden letters](#)
- [Basic magnetic letters](#)

Create a few word endings your child is comfortable with and see how many different words they can create.

For example, -at can be used to make

Hat
Bat
Fat
Mat
Sat

You can then do this process as long as their attention span holds with all kinds of other simple words. Think about endings that have lots of options for words:

-ad... had, mad, dad, bad, sad, fad
-op ... top, hop, pop, cop, mop
-ip ... sip, zip, tip, lip
-ed... bed, ned, ted, fed, wed

Kids will often come up with something silly like Nop or Zop in an effort to rhyme. Spell it out, laugh, and say, “That’s silly! That’s not a real word but if it was, it would rhyme with top.”

Phonogram Baseball

Set up 3 “bases” around the room and a home plate, grab a stick or toy to be the bat, and crumple up a piece of paper for the ball. Let the child choose an action figure/ doll of some sort to use for the game too. Show the child the phonograms they are practicing one at a time. For each perfect pronunciation, they get to hit the ball. You pitch. Play 3 strikes, you’re out. If they hit the ball, they automatically get to be on base one. Put a little doll or action on base 1 to represent where the child is. For each correct phonogram and hit, the toy gets to move 1 base. You can make up your own fun rules such as, “These brand new tricky phonograms are worth 2 bases if you get them right!” Every time the toy gets around all the bases to home plate, your child scores a point!

Figure out some way to make the points extra fun if needed. For example:

- Keep track every time you play this game and see if he can beat his previous scores.
- Offer 2 m&ms for each point he scores.
- Take turns each time he strikes out and let him quiz you and compete for points.
- Let the siblings play against each other, each practicing his own phonograms.



Phonogram Basketball

Set up a “hoop” of some sort (empty trash can or basket) and crumple up a piece of paper for the ball. Similar to baseball, each time the child gets a phonogram correct, they get to shoot. You can create 1 and 2 point lines on the floor with tape and think of various ways to compete to make it fun, as listed above for baseball.

Jot It Down

Give your child a fun writing utensil and let them jot down the phonogram you say. Say all the sounds that go with the phonogram. So if you say /s/ /z/, that’s s. If you say /s/ /k/, that’s c. If you say /k/, that’s k.

- Construction paper + water with a paint brush
- Paint brush & water on the deck or sidewalk
- Sidewalk chalk
- Watercolors, tempera paint, finger paint
- Paint in a ziplock bag
- Dry erase markers on a white board, or windows or mirror!
- These cool crayons can write on almost anything.

Handwriting consideration note: The Jot it Down activity is an example of simple dictation - the process of writing down what you hear. Your child should be pretty comfortable forming letters to do this activity. Being able to complete phonogram dictation is the first step to longer dictation. Eventually, you will be able to say 2 word phrases, then sentences and paragraphs that they can write down after listening. Baby Steps!

If forming letters is still quite difficult for your child, or requires lots of effort, modify *Jot It Down* in one of the following ways:

- Get your magnetic letters out and place out a bunch of phonograms they know, then let them choose from the ones they see with a pointer.
- Write the letters on a board and let them use a pointer to point the one you’re saying.

a

t

b

h

k

p

l

m

/t/
tip

/ă/ /ā/ /ah/
apple able father

/h/
hat

/b/
bat

*note: make the /b/ sound as short as possible,
avoiding the "buh" pronunciation*

/p/
pat

/k/
kiss

/m/
mat

/l/
log

v

j

d

o

w

z

e

c

/j/
jump

*note: make the /j/ sound as short as possible,
avoiding the "juh" pronunciation*

/v/
victory

/ɔ̃/ /ō/ /ö/
on go do

/d/
dog
*note: make the /d/ sound as short as
possible, avoiding the "duh" pronunciation*

/z/
zip

/w/
wig

/k/ /s/
cat cent

/ě/ /ē/
tent be

qu

u

x

f

g

n

s

i

/ǔ/ /ū/ /ö/ /ü/
up pupil flute put

/kw/
queen

/f/
foot

/ks/ /z/
fox xylophone

/n/
no

/g/ /j/
gulp giraffe

/ĭ/ /ī/ /ē/
it ice stadium

/s/ /z/
snake has

r

y

th

ch

sh

ck

ng

or

/y/ /i/ /ī/ /ē/
yo-yo **gym** **by** **baby**

/r/
rat

note: avoid saying "are" or "ruh"

/ch/ /k/ /sh/
chip **school** **chef**

/th/ /TH/
tooth **this**

/k/
black

/sh/
ship

/or/
horse

/ng/
sing

ar

ee

wh

bu

ed

er

aw

au

/ē/
sleep

option to say: "ē double e always says ē"

/ar/
car

/b/
buy

/w/
what

option to say: "/w/, 2 letter /w/"

/er/
her

/ed/ /d/ /t/
braided pulled picked

/ä/
author

*option to teach this as a pair with the phonogram aw.
When teaching au, you'd say, "/ä/ that we may NOT use
at the end of English words."*

/ä/
saw

*option to teach this as a pair with the phonogram au.
When teaching aw, you'd say, "/ä/ that we MAY use at
the end of English words."*

oy

oi

ow

cei

ai

ay

ir

ur

/oi/

hoist

*option to teach this as a pair with the phonogram oy.
When teaching oi, you'd say, "/oi/ that we MAY use at
the end of English words."*

/oi/

boy

*option to teach this as a pair with the phonogram oi.
When teaching oy, you'd say, "/oi/ that we may NOT
use at the end of English words."*

/sē/

receive

/ow/

plow

/ō/

snow

/ā/

play

*option to teach this as a pair with the phonogram aj.
When teaching ay, you'd say, "/ā/ that we MAY use at
the end of English words."*

/ā/

laid

*option to teach this as a pair with the phonogram ay.
When teaching aj, you'd say, "/ā/ that we may NOT use
at the end of English words."*

/er/

hurt

/er/

first

oo

oa

ea

igh

dge

ew

wr

kn

/ō/
boat

/ö/ /ü/ /ō/
food book floor

/ī/
night

option to say: "/ī/, 3 letter /ī/"

/ē/ /ě/ /ā/
eat bread break

/ö/ /ū/
flew pew

/j/
fudge

option to say: "/j/, 3 letter /j/"

/n/
know

/r/
wrap

option to say: "/r/ 2 letter /r/"

eigh

oe

ti

ey

ear

ui

ie

ph

/ō/ /ö/
toe **shoe**

/ā/ /ī/
weight **height**

/ā/ /ē/
they **key**

/sh/
martian

/ö/
fruit

/er/
early

/f/
phonograms

option to say: /f/ 2 letter /f/

/ē/
field

ough

gn

augh

ei

si

tch

ou

ci

/n/
sign

/ɔ̃/ /ō/ /ö/ /ow/ /ʊf/ /ɔ̃f/
thought, dough, through, bough, rough, trough

/ā/ /ē/ /ī/
their protein feisty

/ä/ /ăf/
taught laugh

/ch/
watch

option to say: /ch/ 3 letter /ch/

/sh/ /ZH/
session division

/sh/
gracious

/ow/ /ō/ /ö/ /ʊ/ /ü/
mouse soul group country would

gu

wor

es

/wer/
worship

/g/ /gw/
guide **language**

/ez/ /z/
touches **pies**



Phonogram Game Cards

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

qu

r

s

t

u

v

w

x

y

z

ai

ar

au

augh

aw

ay

bu

cei

ch

ci

ck

dge

ea

ear

ed

ee

ei

eigh

er

es

ew

ey

gn

gu

ie

igh

ir

kn

ng

oa

oe

oi

oo

or

ou

ough

ow

oy

ph

sh

si

tch

th

ti

ui

ur

wh

wor

wr