

## ***Phono-Graphix***

**Description:** Phono-Graphix is a reading intervention that incorporates components for effective reading instruction with an explicit instructional approach. It addresses the core skill areas of phonemic awareness, blending, segmenting, and letter-sound correspondence. It is designed for children age 4 through adult non-readers. It is a linguistically-based program that builds upon the primacy of sound knowledge in the process of reading development. The rationale for this is that letters do not make sounds, they represent sounds. So, letter names are referred to as “sound pictures”. This emphasizes explicit teaching whereby the instructor initially modeled the desired skill, the instructor and students practiced the skill together, and the students practiced the skill independently. This program consisted of 40 lessons and was delivered over an 8-week period.

### **Materials:**

- Harcourt materials

### **Preparation:**

- Instructor training conducted by a certified Phono-Graphix trainer. The training course consists of 35 hours of instruction over 5 days. They also had to pass an exam at the end of the 5<sup>th</sup> session.

### **Steps in Implementing this Intervention:**

Instruction is divided into four different levels.

**Step 1-** Teaching the “Basic Code” through segmenting, mapping, segmenting/blending, sound manipulation, and story reading. The focus is on the consonant-vowel-consonant (CVC) pattern.

**Step 2-** Instruction in the “Basic Code” continues with remaining consonants and consonant digraphs. The concept of “sound pictures” is taught rather than letter names. Use the same activities as level I and add some activities such as a game, increased story reading, and spelling practice.

**Step 3-** Teach the “Advanced Code” with remaining consonant digraphs and phonographs. This includes mapping, sound sorting, word analysis, sound search, scratch-sheet spelling, and oral reading of decodable text.

**Step 4-** Focus on “Multi-Syllabic Words” up to five syllables with multi-syllable analysis. Use controlled reading, and process spelling.

### **Tips:**

- Basic Code- common sounds represented by only one letter. Consists of 17 consonants and 5 vowels.
- Segmenting- arrange letters to form three-letter words spoken by instructor.
- Mapping- instructor says sound and student writes the corresponding letter
- Segmenting/blending- instructor says word and student segments sounds and then blends sounds to form words.
- Sound manipulation- instructor reads real or nonsense words and student arranges tiles to form words.
- Story reading- pre-taught words are incorporated into stories read orally by the student.

- Sound sorting- sounds are printed on cards and student sorts them based on commonalities including shared letters/sounds.
- Word analysis- student underlines multi-letter sounds in words.
- Sound search- student search for pre-taught sounds in stories.
- Scratch-sheet spelling- student spells words using various spelling options and is then asked to ascertain which spelling is correct for these words.
- Multi-syllable analysis- student uses letter tiles to show word chunks presented orally by the instructor.
- Controlled reading- student reads word chunks on worksheets as well as connected text.
- Process spelling- student reads word, says how many syllables are in the word, underlines important sound spellings, and spells word from memory once it is removed.
- Game example- sound bingo based on the sounds being taught that combine the skills of phonemic awareness and code knowledge.

**References:**

Endress, S. A., Weston, H., Marchand-Martella, N. E., & Martella, R. C. (2007). Examining the Effects of Phono-Graphix on the Remediation of Reading Skills of Students with Disabilities: A Program Evaluation. *Education and Treatment of Children* 30 (2), 1-20.