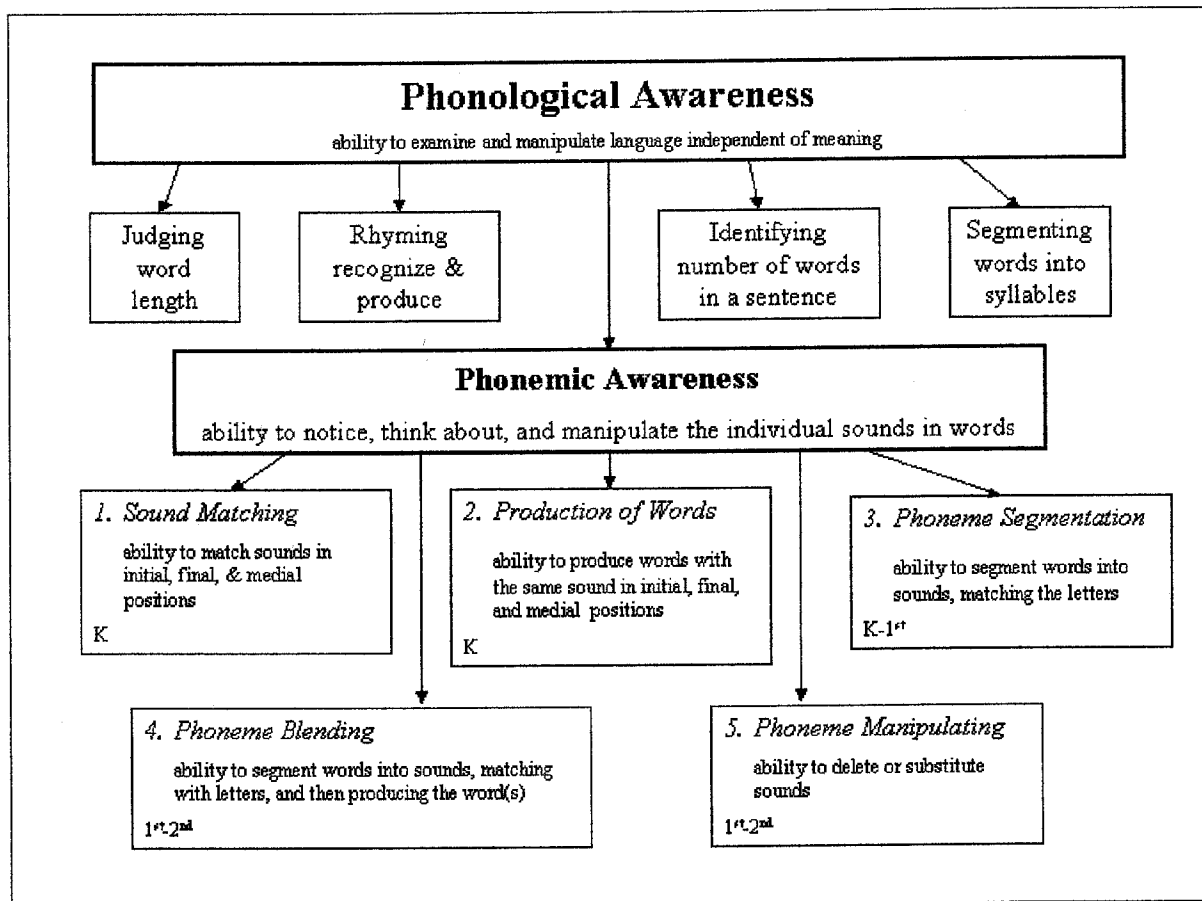**Welcome to a look at Wilson Reading System!**

Today we will be studying the structure of words in the English language. English is a sound-based language. Therefore, sounds must be mastered for adequate reading and spelling.

Students must learn the ability to work with language, including words and sounds.

You (and your students) will learn more than most people know about English and this knowledge will help you master the system of words. Your students will no longer need to memorize or guess words; they will know them.

Phonological Awareness
ability to examine and manipulate language independent of meaning

| Judging word length | Rhyming recognize & produce | Identifying number of words in a sentence | Segmenting words into syllables |

Phonemic Awareness
ability to notice, think about, and manipulate the individual sounds in words

1. Sound Matching
ability to match sounds in initial, final, & medial positions
K

2. Production of Words
ability to produce words with the same sound in initial, final, and medial positions
K

3. Phoneme Segmentation
ability to segment words into sounds, matching the letters
K-1st

4. Phoneme Blending
ability to segment words into sounds, matching with letters, and then producing the word(s)
1st-2nd

5. Phoneme Manipulating
ability to delete or substitute sounds
1st-2nd

Phonological Awareness is your ability to recognize and work with language whether you know the meaning or not.

Phonetic Awareness, a subset of phonological awareness, is your ability to notice, think about, and manipulate the individual sounds in word.

Wilson Reading System is a step-by-step method that teaches phonemic awareness.

Wilson Reading System is...

STRUCTURED

The 12-steps guide the student through the pitfalls of decoding and encoding (spelling) in English, teaching them to trust the English language as a reliable system from the start.

CUMULATIVE

Students work from sounds to syllables, words to sentences, stories to books—learning the structure of English through repetition and review. Each step builds on the step before.

MULTISENSORY

Students learn by hearing sounds; manipulating color-coded sound, syllable and word cards; finger-tapping; writing down spoken words and sentences; reading aloud, repeating what they've read in their own words. Skills and knowledge are reinforced verbally, aurally, tactually, and visually.

INTEGRATED

System is organized around the six syllable types found in English; sounds are taught as they relate to the syllable type being studied. All materials and texts are phonetically controlled containing word lists, sentences, and paragraphs that incorporate only the concepts being taught or previously taught. [Laubach stories]

If you student learns the sounds and syllable types, he will be able to read words in a controlled environment.

First, teach sounds to Automaticity

Through review and repetition the student will know these sounds when they see them. New sounds and concepts are introduced gradually.

A. **Start with letter sounds** (consonants & short vowels)
   1. letter vs. phoneme (letter sound indicated by / /)
   2. isolate each sound: T=/t/ not /tuh/
   3. Dialogue: "what's the name of this letter?" "what sound does it represent?"

B. **Use keywords for sound association**
   1. b-bat-/b/
   2. multisensory: student draws picture of keyword in rules notebook.

Next, go beyond sounds and teach word structure

At the beginning of each lesson, you will review all sounds the student is having difficulty with and always review short vowel sounds. But once the sounds are basically learned, go beyond sounds. Teach word structure, not just phonics.

A syllable has at least one vowel and is a word or part of a word made by one puff of breath.

A. **What determines letter sound?**
    1. position in word: initial, medial, final
    2. surrounding letters/sounds
    3. vowel sounds

B. **Put sounds together**
    1. b-a-t, l-i-d
    2. Use finger-tapping: At this point the student knows individual letter sounds, but may need help putting the sounds together. To make it easier, Wilson uses finger tapping. Tap out each sound, then brush across putting the sounds together, making a word.

We have the sound cards for individual letters. Wilson groups letters together to create cards for sounds and letters we often find together in a word. This helps the student with sound and syllable recognition. Students learn gradually as they relate to the syllable! Here are a few:

C. **Welded sounds** have vowels and consonants on the same sound card, but the vowel is "messed up":

    all, am, an, an, ang, ing, ong, ung, ank, ink, onk, unk
    ball   fan   pink

D. **Blends** are 2 or more consonants each retaining its separate sound:

    bl, sl, br, dr, tr, spl, spr
    blade   drip

E. **Digraphs** are 2 consonants combined to form one sound

    sh, ck, ch, th, wh, ph
    ship   whistle

F. **Digraph blends** are a digraph combined w/ a 3rd consonant that retains its own sound
    shr, thr, nch   shred   inch

G. **Trigraph** are 3 letters combined to make one sound
    dge, tch   edge itch

Six Syllable Types

Student breaks down words into syllables and then sounds. When the student can identify and read syllables, he can read words!

A. **Closed Syllable** (47% of all syllables)
 1. characteristics
  a) Ends in consonant & has only one vowel
  b) Vowel is short
 Wilson has a system of marking up syllables—multisensory:tactile.
 2. Mark-up practice: (be sure to underline blends, welds, etc.)

ŭp   hăt   shĭp   lăst   pĭnk

 3. WRS uses nonsense words to show that a student can apply the rules & read words whether they know the meaning or not. (e.g, strup, plish) It is best, however, to use real words that the student will more likely be familiar with.

 4. Multisyllabic
  a) Controlled vocabulary: Building on what they now know—letter sounds & closed syllables—move to multisyllabic words, using only Closed syllables. Use cards to manipulate & test.
  b) Mark-up practice:

cătnĭp   estăblĭsh

tĭptŏp

  c) This method lets your student read big words quickly!

 5. Suffixes: Add ed, ing, s to unchanging basewords:

slăshĭng   blĕndĕd   chĭlls

B. Vowel-Consonant-E (VCE) Syllable
1. Characteristics
    a) V-C-E combination
    b) E is silent
    c) First vowel has long sound

2. <u>Mark-up practice</u>:

bik**e**   flut**e**   ap**e**
(vce)   (vce)   (vce)

3. <u>Mark-up practice</u> VCE combined with closed:

combin**e**   reptil**e**   compensat**e**
(c)(vce)   (c)(vce)   (c)(c)(vce)

4. Encourage student to manipulate cards to determine what sounds more natural.

5. Exceptions are kept in the rules notebook

C. Open Syllable
1. Characteristics
    a) Ends w/ single vowel (could be only letter in syllable)
    b) Vowel is long
    c) Mark-up:

I   be   shy   hi
(o)   (o)   (o)   (o)

protect   decline   regulate
(o)(c)   (o)(vce)   (c)(o)(vce)

2. Multiple vowel sounds

At this point, student has learned that vowels will have different sounds depending on the syllable type. Entries in the rules notebook helps student sort it all out.

D. Consonant-LE
1. Characteristics
    a) Contains consonant-le
    b) Syllable occurs at end of word
    c) 'e' is silent (present only because every syllable needs a vowel)
    d) Only the consonant and 'l' are sounded

2. <u>Mark-up practice</u>:

cradle   little   bubble

E. R-Controlled Syllable
1. Characteristics
    a) Contains a vowel combined with an 'r' (ar, er, ir, or, ur)
    b) Vowel is neither long or short; controlled by 'r'

2. <u>Mark-up practice</u>:

start   fir   hurt   skirmish

F. Double Vowel "D" Syllable
1. Characteristics
    a) Contains *diphthong*—the first vowel sound glides into the other (e.g., oi, oy, ay, ey)
    b) or *vowel digraph*—two vowels representing one sound (e.g., ee, ea, eigh)

2. <u>Mark-up practice</u>:

digraph: beat   feet   eight

diphthong: boy   toil
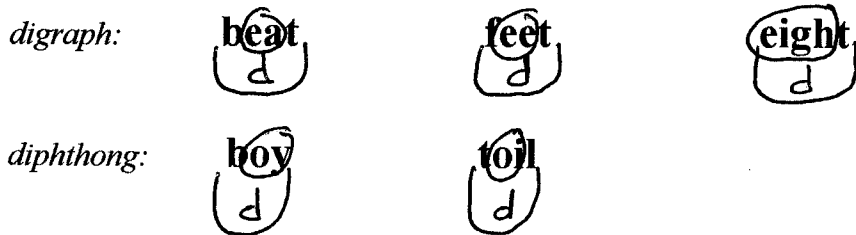
The following are only a few advanced concepts. All Spelling Rules and concepts are kept in the student's rules notebook

Adding Suffixes to Changing Basewords (step 10)

    A. Baseword ending in e: drop e, add suffix

        taping   hiking

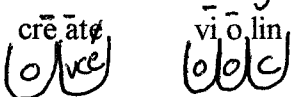   B. Multisyllable baseword ending in consonant: double final consonant, add suffix

        regretting   controlled

Additional I, E, Y Vowel work (step 11)

    A. Y acts as a vowel in

          1. Reply   (open syllable)

          2. Gym   (closed syllable)

          3. Type   (VCE syllable)

Advanced Concepts (step 12)

    A. Split syllable between vowels: crē āte   vi ō lĭn

How to mark syllables and label vowels

1. closed syllable:

2. vowel-consonant-e syllable:

3. open syllable:

4. consonant-le syllable:

5. r-controlled syllable:

6. diphthong/vowel digraph syllable:

More Mark-up Practice!
1. Underline or scoop each syllable.
2. Identify each syllable type.
3. Mark the vowels.
4. Underline any welds, digraphs, blends, etc.

gar lic	eagle
tow er	diphthong
baf fle	intervene
cir cu late	portray
dis in fect	noble
tri umph	compete
shel ter	Barney