



Phonogram Cards

Phonograms (also referred to as graphemes) are letters or letter combinations that represent the phonemes, or the smallest unit of speech in words. These cards contain the most common phonograms of the English language and their corresponding sounds. Additionally, each phonogram card contains a key word to help students learn and remember the sound-symbol pattern.

Please use the resources aligned with your High-Quality Instruction and Intervention materials. If your High-Quality Curriculum does not contain materials to support explicit, systematic, synthetic phonics, however, these cards can be used as a supplementary tool to assess and/or practice sound-symbol associations.

Teach and practice the first, more common sounds of each phonogram to automaticity before introducing the second sounds.

These cards can be used as part of a Structured Literacy approach to teaching beginning reading skills to new or striving readers.

Structured Literacy instruction is **explicit, systematic**, diagnostic, cumulative instruction in phonological and phonemic awareness, phonics, syllables, morphology, semantics, and syntax.. Providing a strong foundation in each of these skills develops the neural routes necessary to develop strong word recognition skills as well as language comprehension skills that are essential to proficient reading.

Consider how to align Structured Literacy instruction across tiers of instruction to ensure students are receiving instruction and intervention aligned with the Science of Reading throughout your school’s Mutli-Tiered System of Supports.

For more information, go to:

<https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx#4391319-assessment>

These phonograms are aligned with the [RIDE Student Checklist](#) found on the Assessment tab of the RIDE Structured Literacy site.

Please note that the sounds and symbols will align on the cards if you print two-sided using the “print on long edge” setting on your printer. It is recommended to use a thick paper or cardstock to ensure students will not be able to see through the paper. Results are best when cards are cut using a high-quality paper cutter.

Always be sure to check your cards first to ensure the correct sounds are on the back of the corresponding symbols before use.

Email literacy@ride.ri.gov with questions or feedback.

a

m

s

t

/m/
map

/ă/
apple

/ā/
acorn

/t/
tub

/s/
(teach first)
sun

/z/
often between two vowels
use

p

l

i

r

/l/
let

/p/
pig

/r/
red

/ɪ/
it

/ɪ/
hi

/ē/ scorpion

/y/ onion

n

c

d

am

/k/

cat

/n/

not

/s/

before e, i, and y

cell

/am/

ham

/d/

dog

o

k

b

j

/k/
kit

/ɒ/
octopus

/o/
go

/j/
job

/b/
bat

f

h

e

w

/h/
hat

/f/
fun

/w/
wish

/ĕ/
echo

/ē/
she

v

th

g

an

/th/

this
voiced

thin
unvoiced

/v/

van

/g/

got

/an/

man

/j/

gem

before e, i, and y
(sometimes!)

u

ch

y

z

/ch/

chin

/ʊ/

up

/k/

school

/ū/

music

/oo/

ruby

/z/

zip

/y/

yellow

/ ē/

candy

/ ī/

my

wh

sh

_ng

_nk

/sh/

shop

/hw/

which

/nk/

snk, sink,
honk, sunk

/ng/

sang, sing,
song, sung

qu

x

a-e

e-e

/ks/

box

/z/

xylophone

/kw/

quick

/ē/

eve

/ā/

ape

i-e

o-e

u-e

y-e

/ɔ̃/
poke

/i/
time

/ī/
style

/ū/
mule

/oo/
rule

ai

ay

ee

ea

/ā/

(end of a word)

play

/ā/

(beginning or middle of a word)

aim

/ē/

eat

/ě/

bread

/ē/

tree

/ā/

steak

_all

_ck

oa

ow

/k/

(at the end of a word after a
short vowel)

back

/aɪ/

tall

/oʊ/

plow

/oʊ/

boat

/oʊ/

snow

igh

er

ir

ur

/er/

her

/i/

sigh

/er/

burn

/er/

bird

ar

or

ore

oi

/ar/

car

/or/

horn

/er/

dollar

/er/

as a schwa or after w

actor

/or/

wart

/oy/

oil

/or/

more

oy

ou

au

aw

/ow/

(at the beginning or middle
of a word)

out

/oy/

(at the end of a word)

toy

/oo/

soup

/aw/

(at the end of
a word)

saw

/aw/

(at the beginning or middle of a
word)

August

oo

ph

_tch

ey

/f/
phone

/oo/
boot

/oo/
book

/ē/
money

/ch/
(at the end of a word after a
short vowel)

/ā/
they

itch

__sion

__tion

ie

ea

Final stable syllable
when adding suffix -ion

/shun/

action

/chun/

question

Final stable syllable when
adding suffix -ion

/shun/

mission

/zhun/

vision

/ē/

eat

/ě/

bread

/ā/

steak

/ē/

chief

/ī/

pie

ə

_ge

_dge

ew

schwa: unstressed
vowel in a multisyllabic word

/j/

(at the end of a word NOT
after a short vowel)

gage

/ʊ/

banana

/ɪ/

blanket

/ū/

few

/oo/

blew

/j/

(at the end of a word after a
short vowel)

edge

ue

eu

ei

eigh

/ū/
feud

/ū/
resue

/oo/
due

/ā/
weigh

/ē/
(after soft c)
receive

/ā/
vein

ture

ain

ci

ti

ear

xi

/ɪn/

mountain

/cher/

picture

/er/

learn

/sh/

gracious

patient

anxious

kn

gn

wr

augh

/n/

gnome

/n/

know

/aw/

caught

/r/

wrench

ough

_age

our

_ard

/ij/
package

/aw/
bought

/oo/
through

/ard/
wizard

/er/
journey

_ine

ate

eau

ui

/ɪt/
private

/ēn/
machine

/ɪn/
engine

/oo/
fruit

/ō/
plateau

ace

que

/k/

unique

/ɪs/

furnace