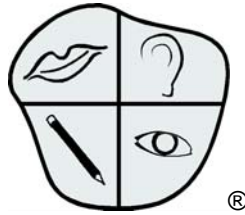


## “Intensive Explicit Phonics”



“Intensive Explicit Phonics” is not the same as these *historically true terms*: [“Explicit Phonics](#), Phonetics, Phonemic Awareness, and Phonogram Study.”

Other names for the *Evolutionary Phonics Philosophy* of language arts instruction are “Intensive Explicit Phonics, Explicit Phonics, and Systematic and Intensive Phonics.” Look for these ***misleading terms*** before you purchase an English curriculum. These terms do not represent the historically reliable sound to symbol, knowledge-based, phonogram approach for teaching **Phonemic Awareness**, which **is the underpinning for speaking, spelling, writing, reading, and self-study success for all students**, regardless of whatever natural, untaught, indefinite I-don’t-know-why-I-can-do-it, I-don’t-know-why-I-can’t-do-it proclivity each may or may not possess.

Only the terms “Phonetics, Phonogram(s), Phonogram Study, Explicit Phonetics, and Phonemic Awareness” represent an explicit study of English Phonograms and give every student needful and longed for “phonemic awareness.” **“Phonetics” is the multi-sensory study of around 88 sound-symbol relationships** which, when taught, may be used by the taught student to represent all English sounds to spell and read any English syllable he can correctly speak, plus the study enables him to speak it correctly! This is why the statement **“If you can speak a syllable correctly, you can spell, write, and read it correctly”** is true for every phonogram-taught student. The challenge then is to speak the word, not to visually recall its symbolic arrangement.

**The phonogram taught student asks**, “Mom, how should I speak ‘mother’?” Then he draws from his “Tool Box of phonograms” the correct sound/symbol units to spell all sounds in each correctly spoken syllable..

**The Phonics taught student asks**, “Mom, how do I spell ‘mother’?” He waits for his Mom to recite to him a series of alphabet letters which he *mindlessly*\* writes, and often with errors in shape formation and symbolic order, because he has no explicit, neurological TEAM instruction to draw from. **HE HAS NO TOOL BOX!** He only has (or does not have) his native, untaught, visual memory aptitude.

\*We use the word “*mindlessly*” in contrast to “*mindfully*”: the student without “Tools” performs *mindlessly*—from rote visual memory—whereas the student with “Tools” performs *mindfully*, *choosing correctly from his informationally and neurologically equipped Tool Box!*

**EXAMPLE:** the “**phonogram name**” of English symbol “**a**” is the three sounds it represents in spoken and written words: “**a(at)**, **a(ta ble)**, **a(pa)**.” **Explicit Phonetics** guides the student to speak this symbol by its phonogram name, not by its alphabet letter name, as he writes it. In this **SAY as you WRITE** way of learning, he is guided to teach himself all English phonograms. When he hears himself say sound “**a(at)**” along with other sounds when he speaks single syllable, **glad**, he knows which phonogram to choose to write sound “**a(at)**.”

**The student learns penmanship** at the same time he learns each **phonogram name** of the 25 single-letter phonograms. (**NOTE:** **q** may not perform as a single-letter phonogram. **q joins with u to form the first multi-letter phonogram** taught in the **Madsen Method®**.)

Penmanship for each English symbol is taught through a DESCRIBE & DRAW, mapping approach. The student chooses from among eight pre-learned checkpoints. These eight checkpoints are like cities. He names the appropriate “cities” he must pass through as he directs his pencil to draw each single-letter phonogram after naming it. **Intensive Explicit Phonics NEVER** teaches the explicit sound-symbol connections of English; therefore, the student NEVER fills up his Tool Box. In fact, he NEVER is taught he should have a Tool Box!

**EXAMPLE:** He calls symbol **i** by its “phonogram name”—its “sound name”—and directs his pencil as he says: “ ‘i(it), i(ice), i(on ion)’ looks like this. I begin on (he names this checkpoint); I pull a short line down to (he names this checkpoint); I lift my pencil; above (he names this checkpoint), I draw a dot; I stop.”

Collectively, English syllables contain 25 single-letter phonograms plus at least 63 multi-letter phonograms. (Some phonogram instructors identify *rarely used symbol combinations from words no longer pronounced phonetically correct* and teach these symbol combinations as additional multi-letter phonograms.) This practice pollutes the official, historically viable English phonogram system (which is based on historical spelling which includes all sound to symbol features found in words from 1850 to the present, and not on how “phonogram untaught” persons talk). The **Madsen Method®** system strictly adheres to an official phonogram system, thereby teaching everyone (teachers and students together) how to speak English correctly, therefore how to spell English easily. This is why we proclaim these truths, “**To speak is to spell!**” and “**Spelling is first a speaking problem.**”

**EXAMPLE of polluting the historical English Phonogram System:** One program identifies symbols **ouy** as a multi-letter phonogram representing sound “**oy(toy)**” as in **bouy**. Historically, **ouy** is not a phonogram.

A phonetically pure system remains at near 88 phonograms. But even more or less extensive phonogram systems, when taught purely, utilizing the optimal, full neurological delivery “**Recite As You Write**” method, will attain the literacy goal. (But)The literacy goal will not be attained 1) by providing students with written symbol(s) first (which forces students to seek to memorize what they have seen), and 2) by requiring vision to work alone (because vision cannot speak or hear a sound; it can only see a symbol or symbols).

***“The correct method of instruction plus the correct phonogram content will produce students who possess knowledge of all English sound-symbol relationships, therefore who become literate speakers, spellers, writers, and readers who are equipped for self-study and to teach another.”***

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