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# PHONOLOGICAL AND PHONEMIC AWARENESS EXERCISES

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This is not a full programme, but examples of various PA activities



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# Phonological and Phonemic Awareness Exercises

Phonological Awareness and the Alphabetic Principle need to be taught explicitly, deliberately, and systematically. 8 tasks will be covered.

## I. Generation

The student gives 2 or 3 rhyming words after being given a stimulus word:

- bat (mat, cat, fat)
- thing (bring, sing, thing)
- car (bar, tar, far)
- funny (honey, money, bunny)
- brown (down, crown, frown)
- cheated (heated, bleated, greeted)
- round (mound, hound, found)

Real words

- frag (grag, spad, jad)
- stamming (flamming, plamming, gramming)
- pooth (mooth, grooth, plooth)
- grop, (frop, brop, smop)
- zom (nom, lom, fom)
- oxit (moxit, loxit, froxit)
- streeging (freeging, heeging, meeging)

Pseudo - words

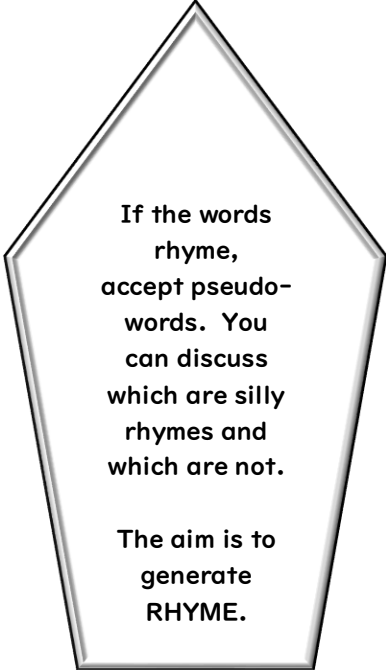
- peaches (meaches, steeches, teaches)
- glop (plop, mop, slop)
- mountain (fountain, bountain, wountain)
- screech (peach, meech, steech)
- scrab (grab, mab, dab)
- novel (hovel, grovel, movel)
- polish (molish, holish, spolish)

Mixed

The idea is to generate rhyming words, whether they are real words or not. The therapist might need to use moveable alphabet letters to help the student to “discover” onset and rime.

## Complete the rhyme:

- Near the man, I saw a \_\_\_\_\_. (pan, fan, can)
- On the chair, I saw a \_\_\_\_\_. (bear, hair, flare)
- One, two, three, I see a \_\_\_\_\_. (bee, tree, pea)
- Please do not, touch that \_\_\_\_\_. (pot, cot, lot)
- A funny clown had a \_\_\_\_\_. (frown, crown, town)
- At the spot, I saw a \_\_\_\_\_. (cot, pot, lot)
- My friend Rick found a \_\_\_\_\_. (brick, chick, trick)
- Eight, nine, ten, here comes a \_\_\_\_\_. (hen, pen, den)
- I wish and wish I had a \_\_\_\_\_. (fish, dish, wish)
- Four, five, six, pick up \_\_\_\_\_. (sticks, bricks, ticks)
- Don't run away, come and \_\_\_\_\_. (play, stay, pray)
- Today at noon, I'll see a \_\_\_\_\_. (spoon, moon, loon)
- After that, we'll have a \_\_\_\_\_. (chat, spat, bat)
- Late last night, I got a \_\_\_\_\_. (fright, kite, light)
- Along the wall, I saw a \_\_\_\_\_. (ball, mall, stall)
- The colour red is on my \_\_\_\_\_. (head, bed, bread)
- What a treat! Come have a \_\_\_\_\_. (seat, beet, meet)
- At the fair, I saw a \_\_\_\_\_. (hare, chair, mare)
- I opened the door and saw a \_\_\_\_\_. (paw, claw, floor)
- After dark, I went to the \_\_\_\_\_. (park, clerk, shark)
- Come into my den and see my \_\_\_\_\_. (hen, pen, ten)
- Once upon a time, I found a little \_\_\_\_\_. (time, dime, mine)
- If you stand, you'll see a \_\_\_\_\_. (band, hand, strand)
- Last July, I bought a \_\_\_\_\_. (fly, pie, Defy)
- The Cat in the Hat sat on a \_\_\_\_\_. (bat, rat, mat)
- My naughty dog ate a \_\_\_\_\_. (frog, log, clog)
- My friend Mary loves a \_\_\_\_\_. (fairy, cherry, gooseberry)
- At the sea I found a \_\_\_\_\_. (pea, bee, tree)
- I think it's nice to have some \_\_\_\_\_. (mice, spice, ice)
- On my way home, I found a \_\_\_\_\_. (comb, gnome, dome)
- I fell on my knees and started to \_\_\_\_\_. (sneeze, wheeze, freeze)
- Knock, knock on the door, open up and see a \_\_\_\_\_. (store, floor, boar)
- On the way to school, I found a new \_\_\_\_\_. (tool, spool, pool)
- In the haunted house, I saw a scary \_\_\_\_\_. (mouse, louse, blouse)
- What rhymes with well, is a word like \_\_\_\_\_. (bell, fell, shell)



If the words  
rhyme,  
accept pseudo-  
words. You  
can discuss  
which are silly  
rhymes and  
which are not.

The aim is to  
generate  
RHYME.

## 2. Detection

Which is the odd one out / does not rhyme?

- pet, set, mop
- mad, bed, had
- cook, man, book
- lag, leg, brag
- moon, man, spoon
- got, frog, grog
- smashing, rushing, bashing
- fax, tax, Rex
- peach, bleach, tease
- big, bag, wag
- rash, rush, dash
- box, fox, fig
  
- band, sand, hand, ham
- blooming, fuming, pinning, rooming
- mommy, laddie, daddy
- large, barge, budge, farge
- start, part, hurt, heart
- fish, dash, wish, dish
- one, done, fun, dumb
- piggy, figgy, tickle, wiggy
- panting, jumping, bumping, lumping
- please, cheese, those, these
- pain, main, strain, faint
- power, coward, flower, shower
  
- me, he, him, tree, see
- fine, bind, find, blind, mind
- keeper, peeper, fighter, reaper, deeper
- shine, whine, pine, mind, dine

If the student struggles with detecting the odd one out when given 3 words, simplify the activity by giving 2 words e.g.

Therapist: Do these words rhyme?

beach, toy (no)

big, fig (yes)

jump, lamp (no)

etc.

Build it up to 3 words, then 4 words etc.

Alternatively, the therapist could give 3 words and the students tells which two rhyme e.g.

Therapist: Which 2 words rhyme?

batch, fetch, match

big, pig, man

call, bell, tell

etc.

The therapist can use 4 words, to increase difficulty level:

Use real words as well as pseudo – words; remember the aim of the exercise is to detect the odd one out or the words that rhyme.

Bear in mind that older students often struggle to tell you words that do or do not rhyme, because they often think of the way the words are spelled, rather than what they “sound” like e.g. A student may tell you that made and played are not rhyming words because they have different spellings.

Different examples, not using rhyme.

Which word has a different first (initial) sound / phoneme?

- take, test, beach, tell
- mess, man, maybe, nest
- window, when, hen, wish
- baby, name, new, nose
- this, them, fan, those
- shop, chop, shoe, shell

Remember that using less words will simplify the activity, and more words will increase the difficulty level.

Which word has a different end (final) sound / phoneme?

- bat, sit, six, pot
- fix, max, picks, buzz
- bad, bag, hid, Todd
- bench, flesh, blush, fish
- patch, hitch, bash, much
- with, if, south, path

Using pseudo-words is perfectly acceptable.

Which word has a different middle (medial) sound / phoneme?

- cat, fan, get, match
- big, which, fix, peg
- cart, park, pant, charm
- mean, mood, spoon, tomb
- lake, like, cane, maid
- sheep, keen, ship, weed

Another way of doing these exercises is to supply a word and ask the student to identify initial, medial, or final phonemes.

Word	Initial Phoneme	Medial Phoneme	Final Phoneme	IPA
bed	b	e	d	b-ɛ-d
sun	s	u	n	s-ʌ-n
fetch	f	e	ch	f-ɛ-tʃ
think	th	i	k	θ-ɪ-ŋ-k
strap	s	a	p	s-t-r-æ-p

A simple activity to do with young students, is to count the number of words in a sentence:

Therapist: Count how many words are in the sentences.

Boys swim.	2
The cat jumps.	3
The large dog barks.	4
The huge grizzly bear slept.	5
My cute cousin sings beautiful songs.	6
On the way to school, Dad sang.	7
The school bell rang too early this morning.	8
The boys and girls played a few exciting games.	9
All the people at the till stood in a line.	10
If you watch television, make sure it is a suitable programme.	11
After school, it is good to have a snack before starting homework.	12
The children at our school enjoy playing online games together on their tablets.	13
When my mom cooks dinner, she always enjoys listening to music on her radio.	14
Last year our family travelled to Disneyland and we thoroughly enjoyed all the fun rides.	15

It is important to use counters, fingers, tapping - something tactile when counting words or for ANY student who struggles with PA activities, and for any activity.

The length of the sentences given depends on the student.

It is always good to have the students generate their own sentences and say how many words they used, or for the therapist to ask the students to generate sentences with a set number of words, which is a more challenging activity.

### Syllable Counting

How many syllables in these words:

cat	1	ra-di-o	3	hip-po-pot-a-mus	5
fished	1	el-e-phant	3	e-lec-tri-ci-ty	5
sun-light	2	pho-ne-mic	3	con-grat-u-la-tions	5
cow-boy	2	tel-e-vi-sion	4	i-den-ti-fi-a-ble	6
con-test	2	in-for-ma-tion	4	math-e-mat-ic-al-ly	6
ta-ble	2	wa-ter-mel-on	4	re-li-a-bil-i-ty	6

There are many online sites that give examples of polysyllabic words

### 3. Concatenation

The student needs to “synthesise / put together” what the therapist says:

#### Verb

*Concatenate* comes directly from Latin *concatenare*, which in turn is formed from *con-*, meaning "with" or "together," and *catena*, meaning "chain." In fact, the word *chain* itself evolved from "catena." "Concatenate" has a somewhat longer history as an adjective, meaning "linked together," than as a verb. The adjective first appeared in English in the 15th century and the verb was in use by the early 17th century. "Catenate," a verb in its own right, meaning "to link in a series," had also arrived on the scene by the early 17th century.

[www.miriam-webster.com/dictionary/concatenate](http://www.miriam-webster.com/dictionary/concatenate)

- |                               |                        |
|-------------------------------|------------------------|
| • Therapist: cow-boy          | Student: cowboy        |
| • Therapist: sun-shine        | Student: sunshine      |
| • Therapist: foot-ball        | Student: football      |
| • Therapist: bath-tub         | Student: bathtub       |
| • Therapist: friend-ship      | Student: friendship    |
| • Therapist: Sun-day          | Student: Sunday        |
| • Therapist: con-cert         | Student: concert       |
| • Therapist: sis-ter          | Student: sister        |
| • Therapist: bun-ny           | Student: bunny         |
| • Therapist: con-cert         | Student: concert       |
| • Therapist: in-form          | Student: inform        |
| • Therapist: win-dow          | Student: window        |
| • Therapist: com-ic-al        | Student: comical       |
| • Therapist: tel-e-phone      | Student: telephone     |
| • Therapist: for-get-ful      | Student: forgetful     |
| • Therapist: for-ev-er        | Student: forever       |
| • Therapist: Sep-tem-ber      | Student: September     |
| • Therapist: ham-bur-ger      | Student: hamburger     |
| • Therapist: in-vi-ta-tion    | Student: invitation    |
| • Therapist: hel-i-cop-ter    | Student: helicopter    |
| • Therapist: cal-cu-la-tor    | Student: calculator    |
| • Therapist: wa-ter-mel-on    | Student: watermelon    |
| • Therapist: un-hap-pi-ness   | Student: unhappiness   |
| • Therapist: con-cen-tra-tion | Student: concentration |
| • Therapist: al-li-ga-tor     | Student: alligator     |
| • Therapist: e-lec-tri-ci-ty  | Student: electricity   |

Compound  
Words  
into  
Syllables

Two  
Syllables  
Words

Three  
Syllables  
Words

Four  
Syllables  
Words

- Therapist: mul-ti-pli-ca-tion
- Therapist: cu-ri-o-si-ty
- Therapist: pro-cras-ti-na-tion
- Therapist: hip-po-pot-a-mus
- Therapist: hos-pi-tal-i-ty
- Therapist: vet-e-ri-nar-i-an
- Therapist: Mes-o-po-ta-mi-a
- Therapist: a-dap-ta-bil-i-ty
- Therapist: re-li-a-bil-i-ty
- Therapist: tox-o-plas-mo-sis
- Therapist: im-pos-si-bil-i-ty
- Therapist: in-di-vid-u-al-i-ty
- Therapist: tel-e-com-mu-ni-ca-tion
- Therapist: mis-i-den-ti-fi-ca-tion
- Therapist: de-crim-i-nal-i-sa-tion
- Therapist: neu-ro-fi-bro-ma-to-sis
- Therapist: en-thu-si-as-ti-cal-ly

- Student: multiplication
- Student: curiosity
- Student: procrastination
- Student: hippopotamus
- Student: hospitality
- Student: veterinarian
- Student: Mesopotamia
- Student: adaptability
- Student: reliability
- Student: toxoplasmosis
- Student: impossibility
- Student: individuality
- Student: telecommunication
- Student: misidentification
- Student: decriminalisation
- Student: neurofibromatosis
- Student: enthusiastically

Five  
Syllables  
Words

Six  
Syllables  
Words

Seven  
Syllables  
Words

The student concatenates one-syllable words:

- Therapist: s-and
- Therapist: b-oat
- Therapist: fr-esh
- Therapist: str-ing
- Therapist: spr-ay
- Therapist: chr-ome

- Student: sand
- Student: boat
- Student: fresh
- Student: string
- Student: spray
- Student: chrome

Onset  
and  
Rime

- Therapist: m-a-t      m-æ-t
- Therapist: m-oo-n      m-u:-n
- Therapist: s-t-a-n-d      s-t-æ-n-d
- Therapist: f-i-sh      f-I-j
- Therapist: c-a-tch      k-æ-tʃ
- Therapist: f-a-x      f-æ-k-s

- Student: mat
- Student: moon
- Student: stand
- Student: fish
- Student: catch
- Student: fax

Phonemes



**Variation** – using auditory discrimination (allophonic variation) to determine if the synthesised phonemes or syllables make sense.

**Therapist:** I am going to sound out words or syllables – after you have blended them together, you need to tell me if they are REAL words or pseudo-words (words that are not real words).

- Therapist: f-e-tch      f-ɛ-tʃ      Student: fetch, real word
- Therapist: g-r-a-n-k      g-r-æ-n-k      Student: grank, pseudo-word
- Therapist: S-an-d-ay      s-æ-n-d-eɪ      Student: sanday, pseudo-word
- Therapist: s-o-me-th-i-ng      s-ʌ-m-θ-ɪ-ŋ      Student: something, real word
- Therapist: f-r-i-n-k      f-r-ɪ-ŋ-k      Student: frink, pseudo-word
- Therapist: p-i-nk      p-ɪ-ŋ-k      Student: pink, real word
- Therapist: m-ay-d-e      m-eɪ-d-i:      Student: mayde, pseudo-word
- Therapist: in-far-ma-tion      Student: infarmation, pseudo-word  
i-n-f-a:m-eɪ-f-ə-n
- Therapist: M-o-n-d-ay      m-ʌ-n-d-eɪ      Student: Monday, real word
- Therapist: t-e-l-e-v-i-s-i-o-n      Student: television, real word  
t-ɛ-l-ɪ-v-ɪ-z-ə-n
- Therapist: c-o-l-c-u-l-a-t-o-r      Student: colculator, pseudo-wor  
k-æ-l-k-jʊ-l-eɪ-t-ə
- Therapist: d-r-u-mm-er      d-r-ʌ-m-ə      Student: drummer, real word
- Therapist: a-f-t-er-n-ou-n      Student: afternoun, pseudo-word  
a:f-t-ə-n-ɑʊ-n
- Therapist: c-o-n-t-e-s-t      k-ɒ-n-t-ɛ-s-t      Student: contest, real word

To make it more fun, the children can give a thumbs up for real words, or a thumbs down for pseudo-words.

**Therapist:** I am going to say a sentence and make a silly mistake. You need to fix my sentence.

- I went to the ships to buy milk.
- On the way to schall, I saw an accident.
- My mom and I went to the morvies.
- When the darg went outside, it barked loudly.
- Dad and I sat on the cooch and watched a movie together.
- It was such a hot day that we decided to have a swum.

When students can confirm that two or more words are different (or the same), that's auditory discrimination (allophonic variation).

When students can tell you HOW they differ, that's PA.

#### 4. Segmentation (opposite of concatenation)

The therapist says the word and the student puts it into syllables:

- Therapist: patchwork
- Therapist: sunlight
- Therapist: houseboat
- Therapist: cartwheel
- Therapist: firefly
- Therapist: cartwheel

Student: patch-work  
Student: sun-light  
Student: house-boat  
Student: cart-wheel  
Student: fire-fly  
Student: cart-wheel

Compound  
Words  
into  
Syllables

- Therapist: people
- Therapist: window
- Therapist: cartwheel
- Therapist: bonus
- Therapist: sushi
- Therapist: broken

Student: peo-ple  
Student: win-dow  
Student: cart-wheel  
Student: bo-nus  
Student: su-shi  
Student: bro-ken

Two  
Syllables  
Words

- Therapist: magnify
- Therapist: continent
- Therapist: educate
- Therapist: important
- Therapist: poetry
- Therapist: understand

Student: mag-ni-fy  
Student: con-ti-nent  
Student: ed-u-cate  
Student: im-por-tant  
Student: po-e-try  
Student: un-der-stand

Three  
Syllables  
Words

- Therapist: misunderstand
- Therapist: helicopter
- Therapist: calculator
- Therapist: television
- Therapist: binoculars
- Therapist: alligator

Student: mis-un-der-stand  
Student: hel-i-cop-ter  
Student: cal-cu-la-tor  
Student: tel-e-vi-sion  
Student: bi-noc-u-lars  
Student: al-li-ga-tor

Four  
Syllables  
Words

- Therapist: university
- Therapist: cafeteria
- Therapist: hippopotamus
- Therapist: imagination
- Therapist: congratulations
- Therapist: multiplication

Student: u-ni-ver-si-ty  
Student: caf-e-te-ri-a  
Student: hip-po-pot-a-mus  
Student: i-ma-gi-na-tion  
Student: con-grat-u-la-tions  
Student: mul-ti-pli-ca-tion

Five  
Syllables  
Words





- Therapist: beagle Student: b-ē-g-l, b-eagle  
b-i:-g-l, b-i:gl
- Therapist: snowed Student: s-n-ō-d, sn-owed  
s-n-əʊ-d, sn-əʊd
- Therapist: feasting Student: f-ē-s-t-i-ng, f-easting  
f-i:-s-t-I-ŋ, f-i:stɪŋ
- Therapist: stretched Student: s-t-r-ē-ch-t, str-etched  
s-t-r-ε-tʃ-t, str-εtʃt
- Therapist: shocking Student: sh-ō-k-ī-ng, sh-ocking  
ʃ-ɒ-k-I-ŋ, ʃ-ɒkɪŋ
- Therapist: facing Student: f-ā-s-ī-ng, f-acing  
f-eɪ-s-I-ŋ, f-eɪsɪŋ
- Therapist: splendid Student: s-p-l-ē-n-d-i-d, spl-endid  
s-p-l-ε-n-d-I-d, spl-εndɪd
- Therapist: mountain Student: m-ou-n-t-ī-n, m-ountain  
m-əʊ-n-t-I-n, m-əʊntɪn
- Therapist: play Student: p-l-ā, pl-ay  
p-l-eɪ, pl-eɪ
- Therapist: garden Student: g-a<sup>r</sup>-d-ə-n, g-arden  
g-a:d-n, g-a:dn
- Therapist: table Student: t-ā-b-l, t-able  
t-eɪ-b-l, t-eɪbl
- Therapist: swim Student: s-w-ī-m, sw-im  
s-w-I-m, sw-ɪm
- Therapist: fashion Student: f-a-sh-ə-n, f-ashion  
f-æʃ-ə-n, f-æʃən
- Therapist: please Student: p-l-ē-z, pl-ease  
p-l-i:-z, p-li:z
- Therapist: special Student: s-p-ē-sh-ə-l, sp-ecial  
s-p-εʃ-ə-l, sp-εʃəl

It is a fun idea to use a puppet with younger children for Phonological / Phonemic Awareness activities, especially for this next exercise. The puppet used here will be called "Bob".

Therapist says:

- Bob meant to say "snow", but he said, "snowflake". What must he take away?  
(flake)
- Bob meant to say "dish", but he said, "dishcloth". What must he take away?  
(cloth)
- Bob meant to say "foot", but he said, "football". What must he take away?  
(ball)
- Bob meant to say "drop", but he said, "raindrop". What must he take away?  
(rain)
- Bob meant to say "bowl", but he said, "fishbowl". What must he take away?  
(fish)
- Bob meant to say "friend", but he said, "boyfriend". What must he take away?  
(boy)
- Bob meant to say "happy", but he said, "unhappy". What must he take away?  
(un)
- Bob meant to say "boot", but he said, "reboot". What must he take away?  
(re)
- Bob meant to say "sad", but he said, "sadly". What must he take away?  
(ly)
- Bob meant to say "hope", but he said, "hopeful". What must he take away?  
(ful)
- Bob meant to say "satisfied", but he said, "dissatisfied". What must he take away?  
(dis)
- Bob meant to say "mad", but he said, "madness". What must he take away?  
(ness)
- Bob meant to say "engage", but he said, "engagement". What must he take away?  
(ment)
- Bob meant to say "dad", but he said, "daddy". What must he take away? (ē)
- Bob meant to say "pan", but he said, "plan". What must he take away? (l)
- Bob meant to say "lag", but he said, "flag". What must he take away? (f)
- Bob meant to say "eat", but he said, "seat". What must he take away? (s)
- Bob meant to say "mutt", but he said, "must". What must he take away? (s)
- Bob meant to say "stand", but he said, "strand". What must he take away? (r)

Compound  
Words

Prefixes  
and  
Suffixes

Phonemes

If not using a puppet, simply say: "I meant to say……, but I said …… instead."

- Bob meant to say "sud", but he said, "sudden". What must he take away?  
(ən)
- Bob meant to say "com", but he said, "comic". What must he take away?  
(ic)
- Bob meant to say "tin", but he said, "fountain". What must he take away?  
(foun)
- Bob meant to say "mad", but he said, "nomad". What must he take away?  
(nō)
- Bob meant to say "guard", but he said, "garden". What must he take away?  
(ən)
- Bob meant to say "bill", but he said, "table". What must he take away?  
(tā)
- Bob meant to say "fet", but he said, "fetlit". What must he take away?  
(lit)
- Bob meant to say "stot", but he said, "stont". What must he take away?  
(n)
- Bob meant to say "hap", but he said, "hapdig". What must he take away?  
(dig)
- Bob meant to say "wux", but he said, "wuxy". What must he take away?  
(ē)
- Bob meant to say "rog", but he said, "roggle". What must he take away? (əl)
- Bob meant to say "pung", but he said, "spung". What must he take away? (s)

Syllables

Compound  
Words

Examples

Using

Pseudo-

Words

It is important to have the student pronounce the words themselves, so make sure that these substitution exercises are also done in the following way, using real and pseudo-words:

**Therapist:** Say "blend". Now say it again without the /l/. (bend)

Say "funfair". Now say it again without saying "fun". (fair)

Say "redo". Now say it again with saying "re". (do)

Say "strap" without the /s/. (trap)

Say "brood" without the /r/. (booed)

Say "band" without the /d/ (ban) or without the /n/ (bad).

Say "bedroom" without "room". (bed)

More  
difficult  
re:  
Working  
Memory

More examples using real and pseudo-words:

Say	Leave off	Answer
taking	/k/	taying
bedroom	/r/	bairroom / barerroom
jumper	/m/	jupper
moonlight	/l/	moo-light
table	/ə/	tabe
sleeper	/l/	see-per
whining	/n/	why-ing
stormy	/r/	story
finder	/d/	finer
beating	/t/	being
staying	/t/	saying
throwing	/th/	rowing
waiting	/t/	weighing
motor	/t/	mower
portly	/l/	porly
winter	/t/	winner
mascot	/k/	massot
roller	/l/	rower
bedlam	/d/	bellam
silence	/l/	science
dusky	/k/	dussy / dassie
yelping	/p/	yelling
later	/t/	layer
compost	/s/	compot
spider	/d/	spy-er
chimney	/m/	chinny
cider	/d/	sigher
storming	/m/	storing
snoring	/n/	soaring
hamper	/p/	hammer
later	/t/	layer
planter	/t/	planner
praying	/r/	paying
tiger	/g/	tyre / tire



Although not a deletion exercise, the therapist can do the above exercises by having the student “add” onto the stimulus word.

Therapist says:

- Bob meant to say “washtub”, but he said, “tub”. What must he add?  
(wash)
- Bob meant to say “facecloth”, but he said, “face”. What must he add?  
(cloth)
- Bob meant to say “sunlight”, but he said, “light”. What must he add?  
(sun)
- Bob meant to say “backpack”, but he said, “pack”. What must he add?  
(back)
- Bob meant to say “jumpsuit”, but he said, “jump”. What must he add?  
(suit)
- Bob meant to say “rainbow”, but he said, “rain”. What must he add?  
(bow)
  
- Bob meant to say “redo”, but he said, “re”. What must he add?  
(do)
- Bob meant to say “rained”, but he said, “rain”. What must he add?  
(d)
- Bob meant to say “bigger”, but he said, “big”. What must he add?  
(er)
- Bob meant to say “unfinished”, but he said, “finished”. What must he add?  
(un)
- Bob meant to say “going”, but he said, “go”. What must he add?  
(ing)
- Bob meant to say “tripod”, but he said, “pod”. What must he add?  
(tri)
  
- Bob meant to say “mommy”, but he said, “mom”. What must he add? (ē)
- Bob meant to say “Stan”, but he said, “san”. What must he add? (t)
- Bob meant to say “stop”, but he said, “top”. What must he add? (s)
- Bob meant to say “street”, but he said, “eat”. What must he add? (str)
- Bob meant to say “bend”, but he said, “bed”. What must he add? (n)
- Bob meant to say “chest”, but he said, “chess”. What must he add? (t)

Compound  
Words

Prefixes  
and  
Suffixes

Phonemes

Remember that pseudo-words can be used as well.

More examples using real and pseudo-words:

Say	Add (choose one instruction)	Answer
power	Add /d/ after "pow" / before "er"	powder
mooring	Add /v/ before "ing" / after "moo"	moving
sayer	Add /t/ after the "s"	stayer
mayor	Add /j/ after "may" / before "ər"	major
picking	Add /n/ before /k/	pinking
hire	Add /k/ after "hi" / before "ər"	hiker
mowing	Add /n/ after "mow" / before "ing"	moaning
staging	Add /l/ after "stage" / before "ing"	stageling
skiing	Add /p/ after "ski" / before "ing"	skipping
wire	Add /p/ after "wi" / before "ər"	wiper
smelling	Add /t/ after "smell" / before "ing"	smelting
flowing	Add /t/ after "flow" / before "ing"	floating
planning	Add /t/ after "plan" / before "ing"	planking
layer	Add /t/ after "lay" / before "ər"	later
fire	Add /t/ after "fi" / before "ər"	fighter
staying	Add /k/ after "stay" / before "ing"	staking
paying	Add /r/ after /p/	praying
panning	Add /t/ after "pan" / before "ing"	panting
story	Add /m/ after "store" / before /ē/	stormy
layer	Add /t/ after "lay" / before "ər"	later
funnel	Add /g/ after "fun" / before "əl"	fungus
freezing	Add /z/ after "free" / before "ing"	freezing
lower	Add /f/ after "low" / before "ər"	loafer
ponder	Add /d/ after "pon" / before "ər"	ponder
sunder	Add /d/ after "sun" / before "ər"	sunder
winner	Add /t/ after "win" / before "ər"	winter
winder	Add /d/ after "wine" / before "ər"	winder
prior	Add /m/ after "pri" / before "ər"	primer
Shelby	Add /b/ after "shell" / before /ē/	Shelby
driver	Add /v/ after "dri" / before "ər"	driver
monkey	Add /k/ after "mun" / before /ē/	monkey
waiting	Add /t/ after "weigh" / before "ing"	waiting
sized	Add /z/ after "sigh" / before /d/	sized
mazed	Add /z/ after "may" / before /d/	mazed

## 6. Substitution

Bob said: (or: If I said...)	What must change?
pat instead of pad	/t/ must change to /d/
walk instead of talk	/w/ must change to /t/
smock instead of smack	/ō/ must change to /ǎ/
paid instead of pain	/d/ must change to /n/
came instead of dame	/k/ must change to /d/
dish instead of ditch	/sh/ must change to /ch/
bag instead of big	/ǎ/ must change to /ī/
dack instead of back	/d/ must change to /b/
spun instead of stun	/p/ must change to /t/
clam instead of clap	/m/ must change to /p/
book instead of beak	/oo/ must change to /ē/
stood instead of stoop	/d/ must change to /p/
deck instead of dock	/ē/ must change to /ō/
witch instead of wish	/ch/ must change to /sh/
smack instead of stack	/m/ must change to /t/
cave instead of came	/v/ must change to /m/
spun instead of stun	/p/ must change to /t/
latch instead of hatch	/l/ must change to /h/
spring instead of sprig	/ng/ must change to /g/
shove instead of dove	/sh/ must change to /d/
scream instead of scam	/ē/ must change to /ǎ/
spring instead of string	/p/ must change to /t/
fray instead of pray	/f/ must change to /p/
smash instead of smack	/sh/ must change to /k/
thrush instead of thrust	/sh/ must change to /st/
playing instead of praying	/l/ must change to /r/
strayed instead of sprayed	/t/ must change to /p/
crying instead of trying	/k/ must change to /t/
undo instead of untrue	/d/ must change to /tr/
sheep instead of sheet	/p/ must change to /t/
shower instead of flower	/sh/ must change to /fl/
mace instead of mice	/ā/ must change to /ī/
brag instead of drag	/b/ must change to /d/
crane instead of drain	/k/ must change to /d/
must instead of musk	/t/ must change to /k/
bend instead of bench	/d/ must change to /ch/

Say:	Say it again but:	New word:
sunlight	change "light" to "shine"	sunshine
cowgirl	change "girl" to "boy"	cowboy
bedspread	change "spread" to "room"	bedroom
man	change /m/ to /p/	pan
bag	change /g/ to /t/	bat
wood	change /w/ to /h/	hood
moon	change /n/ to /d/	mood
rich	change /r/ to /w/	witch
pat	change /ă/ to /ō/	pot
mean	change /ē/ to /ō/	moan
stitch	change /t/ to /w/	switch
wedge	change /w/ to /h/	hedge
smack	change /m/ to /n/	snack
peg	change /ě/ to /ĩ/	pig
smashing	change /ing/ to /t/	smashed
stream	change /t/ to /k/	scream
planted	change /əd/ to /ər/	planter
wedge	change /w/ to /h/	hedge
smack	change /m/ to /n/	snack
plaster	change /pl/ to /m/	master
lightly	change /ly/ to /ər/	lighter
stumble	change /st/ to /f/	fumble
splendid	change /sp/ to /b/	blended
starlet	change /t/ to /k/	scarlet
whistle	change /wh/ to /th/	thistle
smashed	change /m/ to /t/	stashed
thinking	change /th/ to /w/	winking
barking	change /ing/ to /t/	barked
spanned	change /p/ to /k/	scanned
matching	change /ch/ to /sh/	mashing
sweeping	change /ē/ to /ō/	swopping
knitting	change /ĩ/ to /ō/	knotting
cancel	change /ă/ to /ow/     /aʊ/	council
dangle	change /d/ to /m/	mangle
free	change /f/ to /t/	tree
mercy	change /ər/ to /ar/	Marcy
follows	change /ō/ to /ě/	fellows

## 7. Fusion

Bob can only say the first letters of two words; he forgets the rest.

Instead of saying "first idea", he says "fī". (Or use your own explanation).

First word	Second word	Fusion
many	oceans	mō
big	apple	bā
funny	antelope	fā
huge	olive	hō
massive	umbrella	mū
tiny	ant	tā
beautiful	ostrich	bō
ambulance	miracle	ām
excellent	sunset	ēs
imaginative	boy	īb
numerous	uncles	nū
cute	unicorns	cū
able	men	aim
even	tomorrow	eat

First word	Second word	Third word	Fusion
cat	under	bed	cub
man	at	tennis	mat
dog	is	gorgeous	dig
few	angry	babies	fab
silly	old	billy	sob
my	Indian	dinner	mid
want	every	nickel	when
never	eat	tomatoes	neat
wash	aprons	carefully	wake
ask	silly	kids	ask
every	new	day	end
need	ice-cream	now	nine
and	Nellie	told	ant
girl	of	today	got
become	over	tolerant	boat
cut	uniform	tidily	cute
see	oil	lubricate	soil

First word	Second word	Third word	Fourth word	Fusion
big	rowdy	angry	girls	brag
my	envelopes	need	dates	mend
someone	posted	each	comment	speak
always	like	selling	oboes	also
can	old	leaders	dance	cold
some	kids	invited	David	skid
summer	wishes	in	March	swim
pink	eggs	seem	tough	pest
quit	expecting	something	terrible	quest
finally	end	naughty	silliness	fence
cheese	eating	comes	easily	cheeky
people	open	certain	ties	post
many	angels	need	jerseys	mange
Bev	opens	new	zoos	bones
go	over	to	Sydney	goats
fish	love	orange	syrup	floss
Mandy	owns	new	dolls	moaned
go	over	today's	supplies	goats
many	extra	sandwiches	today	messed

First word	Second word	Third word	Fourth word	Fifth word	Fusion
big	red	ants	go	zany	brags
come	rest	on	soft	towels	crossed
Father	ran	every	new	church	French
seven	cottages	rented	each	month	scream
cheese	and	mince	people	supply	champs
and	now	goats	love	zebras	angles
so	we	ask	many	people	swamp
things	under	many	pillows	sag	thumps
pink	roses	in	cute	tumblers	pricked
rarely	eat	many	apricot	kernels	remake
Denver	even	puts	organs	together	deport
Felix	rested	every	nine	days	friend
paper	art	takes	individual	zest	parties
some	people	are	kind	souls	sparks
thirty	urgent	sale	tenders	evaporated	thirsty
busy	Reece	asked	numerous	children	branch
must	our	neighbours	take	sweets	mounts
Wendy	often	needs	Daddy	urgently	wonder
can	our	nannies	tell	something	counts
few	little	oranges	came	tumbling	flocked
queens	end	silly	toasts	suddenly	quests
take	Angela	near	Guardian	Lane	tangle

## 8. Inversion

This section deals with inversions (reversals), which can be used with syllables, onset and rime, words, and phonemes.

Invert (swop) the compound words. For ease of reading, the compound words have been hyphenated.	
Stimulus	Response
house-coat	coat-house
cow-boy	boy-cow
sun-light	light-sun
fish-bowl	bowl-fish
neck-tie	tie-neck
ball-room	room-ball
every-one	one-every
bed-bug	bug-bed
air-port	port-air
back-bone	bone-back
any-one	one-any
butter-cup	cup-butter
blue-bell	bell-blue
fire-fighter	fighter-fire
grooms-man	man-grooms
life-boat	boat-life
ice-cream	cream-ice
foot-ball	ball-foot
jelly-bean	bean-jelly
fire-fly	fly-fire
moon-beam	beam-moon
friend-ship	ship-friend
pan-cake	cake-pan
news-paper	paper-news
rail-road	road-rail
space-suit	suit-space
speed-boat	boat-speed
sun-flower	flower-sun
text-book	book-text
up-set	set-up
make-up	up-make

Invert the first phoneme of each word

Stimulus	Response
<u>f</u> at <u>s</u> ausage	sat fausage
<u>p</u> oor <u>m</u> an	moor pan
<u>b</u> ig <u>l</u> ion	lig bion
<u>v</u> ery <u>h</u> appy	hairy vappy
<u>d</u> ark <u>n</u> ight	nark dight
<u>h</u> ot <u>d</u> ay	dot hay
<u>n</u> ew <u>d</u> og	dew nog
<u>p</u> erfect <u>s</u> unset	serfect punset
<u>h</u> ard <u>t</u> able	tard fable
<u>r</u> ed <u>l</u> orry	led rorry
<u>p</u> ink <u>m</u> ug	mink pug
<u>y</u> ellow <u>d</u> oor	dellow your
<u>s</u> ore <u>f</u> oot	fore soot
<u>m</u> any <u>d</u> ads	denny mads
<u>f</u> ast <u>c</u> omputer	cast fomputer
<u>l</u> oud <u>r</u> adio	roud ladio
<u>c</u> old <u>w</u> ater	wold quarter
<u>d</u> eep <u>s</u> ea	seep dea
<u>h</u> uge <u>m</u> irror	muge hirror
<u>p</u> urple <u>m</u> achine	murple pachine
<u>d</u> irty <u>s</u> and	sirty dand
<u>s</u> ilver <u>f</u> ork	filver sork
<u>s</u> harp <u>p</u> encil	parp shencil
<u>l</u> ow <u>t</u> able	tow lable
<u>h</u> appy <u>m</u> other	mappy huther
winter cold	sinter / kinter wold
<u>o</u> range <u>i</u> ce	irange oce
<u>a</u> ngry <u>e</u> lephant	engry alephant
<u>i</u> mportant <u>i</u> nformation	important information ☺
<u>u</u> nusual <u>e</u> rror	enusual urred
<u>o</u> ther <u>o</u> penings	other upenings
<u>A</u> my <u>a</u> nt	ammy aint
<u>e</u> very <u>E</u> aster	every Esther
<u>u</u> gly <u>u</u> nicorn	yoogly unnicorn
<u>i</u> nside <u>I</u> reland	inside irland
<u>b</u> efore <u>d</u> inner	defore binner



Invert the first blend/digraph/ trigraph of each word

Stimulus	Response
<u>br</u> ing <u>ch</u> ips	chring brips
<u>Fred</u> <u>cri</u> ed	cred fried
<u>cle</u> ver <u>tr</u> ip	Trevor clip
<u>sh</u> ocking <u>sp</u> ell	spocking shell
<u>cr</u> oss <u>tw</u> ins	twoss crins
<u>th</u> ose <u>pr</u> esents	prose <u>thes</u> ents
<u>sw</u> eaty <u>sk</u> in	sketty swin
<u>spring</u> <u>chr</u> ysanthemums	kring sprysanthemums
<u>bl</u> ack <u>ch</u> ops	chack blops
<u>br</u> own <u>ph</u> otos	fown brotos
<u>gr</u> een <u>th</u> ings	theen grings
<u>play</u> ful <u>wh</u> ales	wayful plales
<u>tw</u> enty <u>pl</u> ums	plenty twums
<u>sl</u> ippery <u>sn</u> akes	snippery slakes
<u>sc</u> reaming <u>sk</u> unks	scheming scrunks
<u>thr</u> iving <u>fr</u> riends	friving thriends
<u>qu</u> ick <u>cr</u> itters	crick quitters
<u>thr</u> ee <u>cr</u> osses	cree throsses
<u>str</u> ee <u>t</u> <u>sw</u> ing	sweet string
<u>pl</u> ease <u>sp</u> lash	splease plash
<u>gl</u> ad <u>gr</u> an	grad glan
<u>bl</u> ue <u>sw</u> eater	swoo bletter
<u>fr</u> ied <u>ch</u> ips	chide frips

All mixed up! Just for fun.

<u>damp</u> <u>hand</u>	dand hamp
<u>grand</u> <u>thump</u>	gramp thund
<u>sick</u> <u>fish</u>	sish fick
<u>bump</u> <u>graph</u>	buff gramp
<u>went</u> <u>back</u>	weck bant
<u>bent</u> <u>stand</u>	bend stant
<u>long</u> <u>thing</u>	ling thong
<u>king</u> <u>sung</u>	kung sing
<u>ask</u> <u>Stan</u>	a:st / ăst scan
<u>watch</u> <u>sneeze</u>	wōsən / wōzən cheese
<u>fish</u> <u>chips</u>	fitch ships

Invert (flip-flop) the syllables

Stimulus	Response
pan-ther	thər-pan
sev-en	ən-sēv
mit-ten	tən-mit
cha-os	ōs-kay
cra-zy	zee-cray
o-men	mən-ō
pub-lish	lish-pub
ha-ven	vən-hay
leg-end	ənd-lej
ho-ping	ping-hō
plec-trum	trəm-pleck
go-ing	ing-go
rad-ish	ish-rad
ep-ic	ick-ep
cab-in	ən-cab
e-qual	quill-ē
bri-gade	gade-bri
cy-cle	kəl-sigh
en-able	able-en
fool-ish	ish-fool
tough-en	ən-tūff
punc-ture	chər-punk
zeal-ous	əs-zēl
wag-on	n-wag
in-tent	tent-in
ba-by	bee-bay
sleep-ing	ing-sleep
pen-cil	səl-pen
tu-na	nū-tū / nə-tū
con-sent	sent-con
ho-tel	tell-hō
may-be	be-may
li-on	ən-lī
win-dow	doe-wind
re-spect	spect-rē
car-pet	pət-car

Invert the first phoneme of each syllable.

Stimulus	Response
to-ken	ko-ten
man-ly	lan-me
fe-male	me-fale
ta-ble	bā-tle
hel-lo	lel-ho
ti-ny	nī-tē
soft-ball	boft-sall
bas-ket	kɑ:s-bət / kās-bət
tu-lip	lū-tip
cave-man	mave-can
Chi-nese	nī-cheese
hu-man	mū-hən
cur-few	fur-queue
hu-mane	mū-hane
feu-dal	due-fəl
pu-pa	pu-pa 😊
ma-roon	rə-moon
sham-poo	pam-shoo
pon-toon	ton-poon
poo-dle	do-pəl
bru-tish	true-bish
re-lief	lē-rief / lə-rief
tar-dy	dar-tē
twee-zers	zwee-tərs
ma-chine	shə-mean
con-vene	von-keen
Da-vid	vay-did
da-ta	tay-dū / ta:-dū
si-phon	fī-sən
tri-fle	fry-təl
Cy-press	pie-cess
con-trive	ton-crive
pro-gramme / pro-gram	grow-pram
ha-lo	lay-hō
gro-cer	crow-jər
Co-vid	Vo-oid

Say each word backwards (inverted)

Remember we are working with SOUNDS and not SPELLINGS

Stimulus	Response
cut	tuck
oats	stow
made	dame
shop	posh
taught	taught
pitch	chip
law	wall
lame	male
smile	limes
no	own
toad	dote
lick	kill
tock	cot
cheap	peach
sign	nice
pill	lip
stack	cats
oboe	oboe
ape	pay
zoo	ooze
but	tub
deaf	fed
ton	nut
leer	real
war	raw
kiss	sick
Ken	neck
can	knack
died	died
ketch	check
mash	sham
hide	die
meat	team
noon	noon
wood	do

Say these words backwards (inverted)	
The responses might be pseudo-words*	
Stimulus	Response
moan	gnome
loaf	foal
choke	coach
doe	ode
woe	owe
ozone	no-zō *
bashy *	ē-shab *
dole	load
foe	oaf
mood	doom
loop	pool
shone	nosh
shady	ē-dash *
shack	cash
tum	mut
much	chum
eat	tea
vein	knave
piece	seep
sloop	pools
ice	sigh
tops	spot
spit	tips
keep	peek
jam	Madge
menu	ū-nem *
slap	pals
stoop	puts
zoom	moos
noose	soon
cease	cease
slime	miles
leave	veal
reap	peer
got	tog

Say these words backwards (inverted)	
The responses might be pseudo-words*	
Stimulus	Response
lee	eel
ate	tay *
gate	taig *
lace	sail
stay	yates
step	pets
slate	tails
sight	ties
stem	mets *
might	time
dome	mode
plug	gulp
snap	pans
stick	kits
slum	mulls
spool	loops
pluck	culp *
school	looks / Luke's
snake	canes
sniff	fins
smack	cams
stud	duts *
skate	takes
slave	vales
itchy	itchy
these	seethe
much	chum
skill	licks
scone (skɔ̃n)	knocks
staff	fast
cage	Jake
gull	lug
all	law
snuff	fun
mead	deam *

Say these words backwards (inverted)	
The responses might be pseudo-words*	
Stimulus	Response
bluff	fulb *
doll	lod *
skiff	fix
stiff	fits
till	lit
mass	Sam
muss	sum
cliff	fəlk *
snip	pins
fit	tiff
puppy	ē-pup *
set	Tess
snup *	puns
mug	gum
Dirk	Kurd
church	church
cord	dork
join	noij *
dead	dead
stuck	cuts
gorge	jorg *
dense	sned *
golf	flog
sketch	checks
stitch	chits
clutch	chulk *
nick	kin
stock	cots
seen	niece / knees
Seine	nays
cull	luck
boss	sob
dam	mad
mane	name
dusk	skud *

## Things to ponder:

It is important to remember that the level at which the therapist works, will always depend on the students. Each one is unique; each one has different strengths and weaknesses.

Choose two to three different types of activities to focus on at a time.


There are online PA activities available which might be better suited to students who are young, or just beginning to read.

Some of these activities require more auditory and working memory than the others.

The student that is challenged in these areas, will still need to do the more difficult activities that address PA, but may need the exercises to be shortened, and built up (lengthened) over time.

Please note: because this was primarily written to help new teachers, or teachers with little PA experience with struggling readers, the terminology was kept simple, for example, using “blend” instead of “cluster” etc.

## Here are some vocabulary words, for clarification:

- **Decoding** = reading
- **Encoding** = spelling
- **Phonemes** = speech sounds e.g. how many “sounds” are there in the word “fish”? Answer 3. There are 3 sounds (phonemes) in “fish”. /f/ /ɪ/ /ʃ/  
  
/f//ɪ//ʃ/ (“fish” has 4 letters, but 3 sounds/phonemes\*)  
‘Phon’ comes from the Greek, meaning “sound”. A phoneme is the smallest unit of ‘sound’ in words. Phonetics is the study of the ‘sounds’ that words make.
- **Graphemes** = sounds written down; phonemes in written form → fish. In other words, graphemes represent phonemes in written form. \*When we “hear” a word e.g., fish, we “hear” three phonemes, but the word fish represented by 4



graphemes. Similarly, when we “hear” a word like “box”, we “hear” 4 phonemes, that is: /b/ /ɒ/ /k/ /s/, but it is represented by 3 graphemes: box.

‘Graph’ comes from the Greek, meaning “write”.

- **Morphemes** = units of meanings in words; the smallest units of language that have meaning. E.g. play-ful, re-do-ing, un-accept-able  
Words are composed of parts called *morphemes*, and each morpheme contributes meaning to the word. That means that each morpheme has meaning and cannot be further broken down.  
Each part of the word e.g. re-make is called a “morph”.
- **Digraphs** = two letters making one sound / one phoneme.
  - **Consonant digraphs** = when two letters represent a consonant sound e.g. /sh/ in “fish”, /th/ in “thing”, /ch/ in “church”
  - **Vowel digraphs** = when two vowels represent one vowel sound e.g. meat, main, boat, and the vowel sounds represent the long vowel sounds, namely /ā/, /ē/, /ī/, /ō/ and /ū/.  
Some programmes call these “vowel teams” or “improper diphthongs”.

A vowel digraph; a union of two vowels in the same syllable, only one of them being sounded; as, ai in rain, eo in people; -- called an improper diphthong. <https://www.definitions.net/definition/diphthong>

Etymology: [L. diphthongus, Gr. ; di- = di`-s- twice + voice, sound, fr. to utter a sound: cf. F. diphthongue.]

- **Split digraphs** = when a digraph is “split” by a consonant e.g. name  
At school, the children are taught split digraphs as being “Magic e” or “Bossy e” etc.
- **Diphthongs** = when two vowels make a whole new sound e.g. coin, foul etc.  
Diphthongs are sometimes referred to as “gliding vowels” because of the way the tongue, lips and sometimes the jaw, moves.

**Please note:** This is a VERY simple definition, because it is not entirely accurate. If you start studying diphthongs, you will find so many explanations and your head will ache! For example, the <y> in shy is a diphthong because it is a glider, mimicking two vowel sounds, even though it is one letter.

**Diphthong** (*noun*) : a coalition or union of two vowel sounds pronounced in one syllable; as, ou in out, oi in noise; -- called a **proper diphthong**. <https://www.definitions.net/definition/diphthong>

Etymology: [L. diphthongus, Gr. ; di- = di`s- twice + voice, sound, fr. to utter a sound: cf. F. diphthongue.]

The most important thing about diphthongs in English is that they are not simply two vowels that go together, but one long vowel where the pronunciation changes from the beginning to the end. To be more precise, the pronunciation changes a bit at the end. Long vowels have the same sound at the beginning and at the end, diphthongs change at the end. <https://multimedia-english.com/phonetics/diphthongs>

- **Consonant blends** = when two or more consonants are blended together, but each sound is still heard. These are also referred to as **consonant clusters**.
  - Examples include: bl, br, cl, cr, etc.

Note: A consonant digraph contains two consonants which make one sound such as <sh> = /sh/. A consonant blend contains two consonants but they each make their own sound, such as <b> and <l> = /bl/

Something to help you:				
Word	Syllables	Morphemes	Phonemes	Graphemes
replayed	re-played	re-play-ed	r-ē-p-l-ā-d r-i:-p-l-eɪ-d	r-e-p-l-ay-ed
unhappiness	un-hap-pi-ness	un-happy-ness	ŭ-n-h-ă-p-ĩ-n-ə-s ʌ-n-h-æ-p-i-n-ə-s	u-n-h-a-pp-i-n-e-ss
books	books	book-s	b-oo-k-s b-ʊ-k-s	b-oo-k-s
rechargeable	re-charge-a-ble	re-charge-able	r-ē-ch-ar-j-a-b-l r-i:-tʃ-a:dʒ-ə-b-l	r-e-ch-ar-ge-a-ble

The font used is: UD Digi Kyokash NP-B