

Parents,

For best results, you should follow the program in the order in which everything is listed in [The Candy 4WAY Phonics Program](#) files.

Following is the breakdown review for each of the program files.

File 1

How to Follow [Candy's 4WAY Phonics Beginning Reading Program](#)

File 2) How to Teach Systematic 4WAY Phonics

This is Candy's instructional book for parents. Understanding how 4WAY Phonics works will be so much easier if you take a day or two and read through this book -- [How to Teach Systematic 4WAY Phonics](#), before you begin the program. This instructional book for parents will answer many of your questions and give you ideas, background, and basic phonics knowledge to use as you learn and teach [4WAY Phonics](#) to your child.

File 3) Candy's Alphabet and Vowel Charts - Begin your child's reading adventure program with these charts. Do not go any further with the program until your child has progressed through these alphabet and vowel charts and mastered them. (Note – You will be able to see a more detailed explanation of how to get started with the program and how to build your child into the Daily 4WAY Phonics Lessons when you've reached the end of this PDF File) If you've purchased the CD-Rom Program, the Audio Sound CD-Rom will enable you to hear the sounds of all the alphabet letters along with the pronunciation of all their pictures. You will be able to hear the

correct sound that each of the alphabet letters represents as well as the correct pronunciation for every word on each of the Daily 4WAY Phonics Lessons. If you've purchased the **INSTANT DOWNLOAD** and later decide you need to have the AUDIO CD-Rom, we are now offering that CD-Rom as a separate product for \$12.97.

Files 4-10) Candy's Flashcard Charts.

These rhyming alphabet flashcard charts have been provided to give your child additional practice as needed in mastering the sounds contained on the **Basic Alphabet and Vowel Charts**.

Files 11-12) Candy's Alphabet Flashcard Chart Backs

When you print out your **Alphabet Flashcard Charts**, you can either flip over each flashcard chart and print these **Chart Backs** onto the backside of each **Flashcard Chart** or you can print each of these **Chart Backs** on a separate sheet of paper. Please note that the practice words on these **Chart Backs** progress from easier to harder.

Therefore, each time you present these **Chart Backs**, you need only present to your child those practice words that match where he is in the program. In other words, as your child gains more and more phonogram knowledge, you can continue to return to these **Chart Backs**. **Candy's Alphabet Flashcard Chart Backs**, therefore, are to be used throughout the entire **Candy 4WAY Phonics Reading Program**.

File 13) Candy's Pronunciation Key Symbols

These **Pronunciation Key Symbols** are provided to help with the process of sounding out both regular words as well as the Sight Words.

File 14) Candy's Sight Word Guide

Candy's Sight Word Guide will tell you:

- a) How to sound out each of the Sight Words as you encounter them in the **Daily 4WAY Phonics Lessons** and
- b) Where each Sight Word is first introduced in the **Daily 4WAY Phonics Lessons**. Show these pronunciations to your child because learning to use their symbols will help your child later when he begins to use a dictionary.

Files 15 - 49)

- a) **Candy's Daily 4WAY Phonics Lessons**
- b) **Candy's Drill Charts**
- c) **Candy's Sequenced Story Readers**

a) **Candy's Daily 4WAY Phonics Lessons** are presented in this order:

Candy cane

Sprinkle

Cupcake

Jelly Belly

Frosting

These five sections of **Daily 4WAY Phonics Lessons** will take your child from K-4 thru 4th grade phonics and higher. There are also four **Ooey Gooey** Story Readers that will help to carry your child into 4th-grade-level reading practice.

Again, if you have purchased the CD-Rom Program, before you teach your child each **Daily 4WAY Phonics Lesson**, I would strongly urge you to listen to the Audio Sound CD in which you will hear read aloud **every** letter and **every** word in **every** daily lesson. If you have any doubts about the correct pronunciation of any of the letters or words, listen to the audio excerpt for each **Daily 4WAY Phonics Lesson** before you present the lesson to your child. If you bought the **INSTANT DOWNLOAD** of the program and later decide that you need to hear the sounds of the phonograms and words on the **Daily 4WAY Phonics Lessons**, you can order that CD-Rom separately for \$12.97 from our website: www.candy4wayphonics.com

b) Candy's Drill Charts - For every 10 **Daily 4WAY Phonics Lessons**, you have received a **Drill Chart**. Each **Drill Chart** can be used to help your child master the concepts he finished in his last 10 **Daily 4WAY Phonics Lessons** before he proceeds to the next 10 **Daily 4WAY Phonics Lessons**.

c) Candy's 4WAY Phonics Story Readers - The first 15 **Story Readers** have been written for your child to read following after every five 4WAY Daily Phonics Lessons beginning with the **Sprinkle 4WAY Phonics Lessons**. The last four **Story Readers** can be read after your

child has completed all 100 daily phonics lessons. These last four readers will carry your child into 4th-grade-level reading.

Candy's 20 Story Readers will supply your child with an actual "little book" to read in addition to his **Daily 4WAY Phonics Lessons**.

Sounding out words in an actual story book gives beginning reading students a sense of accomplishment for all of their daily labors.

However, it is important that beginning reading students only read those story books for which they are prepared to sound out all of the words in the story. These **20 Story Readers** contain only those words and phonograms that your child has previously mastered up to the specific spot in the program in which each reader is presented. When children are learning to read, it is very important that they encounter only those words that are made up of phonograms that they have already learned.

File 50) Candy's Lifetime Rhyming Phonics Charts

Candy's Rhyming Lifetime Phonics Charts are to be used **after** your child has completed the entire program. The rhyming format of these **Lifetime Phonics Charts** will give your child a memory of lifetime "phonics review."

Moreover, if you have an older child struggling in reading, you can use these **Rhyming Lifetime Phonics Charts** to find out specifically which sounds he knows and which sounds he doesn't know. It is our recommendation that you take your older child through the complete program just to make certain that he is not missing important phonics

steps in his education. In addition, these **Rhyming Lifetime Phonics Charts** will enable both you and your child to understand more completely “The Big Picture” of where your child is headed in his lessons.

SUMMARY:

This completes the basic instructions for following the program. The **Candy 4WAY Phonics Program** is the same systematic **4WAY Phonics** that taught little Candy to read back in the 1950s. If you take just one step at a time and have your child master one lesson before going on to the next, your child will learn to read phonetically.

**Be patient, and give your child
the time he needs
to learn each phonics element!**

Parents, please remember that this program includes **FREE email support**. **Don't hesitate to email me** with any reading or phonics questions you might have throughout your teaching adventure. We may not have all the answers, but we will gladly help you in any way we can. We want to encourage you. We want you to succeed. We want your child to learn to read.

May God bless your endeavors!

In His Service,

Carol Kay, President

Candy 4WAY Phonics

PLEASE KEEP READING TO SEE HOW TO BEGIN THE PROGRAM

**HOW TO BEGIN THIS PROGRAM
AND HOW to BUILD YOUR CHILD
INTO THE DAILY PHONICS LESSONS**

The BASIC ALPHABET CHARTS

Start your child on [BASIC ALPHABET CHART 1 \(with the pictures\)](#).

Sit your little student up next to you on the couch, and use the tip of a pencil to point to the letter first and then to the picture.

For example, take your pencil and point to the letter **a**, and as you're pointing to that letter, say its short sound. Immediately take the point of your pencil and point to the picture of the ax and say the word **ax**.

After that, take the point of your pencil and point to the letter **b** and as you're pointing to that letter, say its sound. Immediately take the point of your pencil and point to **the picture** of the bug and say the word **bug**.

For right now, ignore the actual words "ax" "bug" "cat" "dug." -- those words are put there to tell you what the picture is and to show your daughter what a word looks like.

You'll notice that the alphabet letters and the names of their pictures rhyme in sets of four, so it's easy to cover one set of four alphabet letters in one reading lesson.

My suggestion would be to cover 4 letters and their pictures the 1st morning and repeat that set the next morning. After your child can say the first set of 4 letters and their pictures correctly, then go on and cover 4 more letters and their pictures.

Each time you begin a lesson, always review all the alphabet letters and their pictures that your child has already learned so that your student is consistently reciting the entire chart **in rhyming format**.

Have your child say the letter sounds and their pictures with you as you are saying them. After a while, your child be able to say this entire chart without your help.

When he can say the entire alphabet chart with the letters and their picture names before going to bed each night from memory (without having the chart in front of him), then you'll know its time to take your child on to the alphabet chart without the pictures.

At the end of that first alphabet chart with pictures, you'll see just the letters printed at the bottom of the page. You can ask your child if he can say any of those letters before going on to the alphabet chart without pictures. He may be able to say some of those individual letters correctly. He'll catch on to even more of them after he has completed the next chart without the pictures.

To teach your student the next alphabet chart without the pictures, teach it exactly the same way you did the 1st chart except with this 2nd chart, point to the

letter and then to the printed word that illustrates that letter sound saying aloud both the letter sound and the word.

Your child will not actually be reading the word, he'll just be saying the word from memory. The word is just there to give your student something to grab onto as he learns the individual letter sounds. He is not yet ready to begin sounding out words.

Since by this point your child has basically memorized the 1st alphabet chart, just take him through the 2nd chart a few times so that he gets used to saying the letter sounds without seeing the pictures. When he becomes proficient at seeing the alphabet letters and saying their sounds without having to see a picture, then proceed to the final Alphabet Chart that displays just the letters.

You will now be taking your pencil pointer and pointing to just the letter and saying out loud just that letter's sound.

Don't worry about the "names" of the letters at this point. Your child does not need to know the letter names at this point in his reading experience. He just needs to see the difference between the appearance of each of the letters and to learn to say the correct pronunciation for each of the letters.

Your child will eventually learn the alphabet song, and then he will know the names of the letters. In fact, a good time to tell your student the names of each of the letters is when you actually have him begin to write the letters into a copybook.

While you're working on the **BASIC ALPHABET AND VOWEL CHARTS**, you can use the flashcards (**they are printed in rhyming sets of four**) to help your child review the sounds he is learning on the **BASIC ALPHABET AND VOWEL CHARTS**. The flashcards at this place in the program will be used as a tool to

help your child review and remember what he is learning on the **BASIC ALPHABET AND VOWEL CHARTS**.

The **BASIC MULTISENSORY VOWEL CHART** will serve you as a great tool to help your child distinguish between the vowel sounds. Vowel sounds need to be “punched” as they are pronounced. In other words, teach your child to say each vowel sound loudly, distinctly, and without hesitancy.

THE FLASHCARDS CHARTS

You have two sets of flashcard chart backs. One set of flashcard chart backs has basic words and the other set has advanced words. As your student begins to learn three and four letter words, you can use these words as extra practice to help him learn and retain the letter sounds and blends.

BEGINNING THE DAILY PHONICS LESSONS

After your child has gone through all the BASIC ALPHABET CHARTS and after he knows each of the letter sounds in order and out of order, then he can begin Lesson 1 of the **Candycane Daily 4WAY Phonics Lessons**.

Always use your pencil pointer with all of the **Daily 4WAY Phonics Lessons** just like you did with the **BASIC ALPHABET CHARTS**. The use of your pointer will help your child's eyes to focus where you want them focused. (Please refer to the instructions in Chapter Three of the eBook included with this program entitled: *How to Teach Candy's Systematic 4WAY Phonics*.)

Practice each of the **Daily 4WAY Phonics Lesson** blend ladders out loud with your child just like you did with the **BASIC ALPHABET CHARTS**.

After your student can blend together the letters on that first blend ladder, use your pointer and have him blend the pairs of letters at the bottom of that first page (this time without hearing you blend them aloud). This will be the first time, your child will be sounding out letter blends by himself without hearing you say them beforehand.

If at any time your child cannot say a blend, sound out the blend for him out loud while using your pointer to sweep through the letters as you blend them together. Then have your student repeat the blend, again using your pointer to sweep through the letters as he blends them.

Always use your pointer whether your child is sounding out the blends or whether you are illustrating for him how to sound out the blends.

These first "blends" will take some time for your child to catch onto. You may spend quite a while just on the first phonics lesson. Be patient, because eventually, your student will be able to blend the letters together.

Do not go on to Lesson 2 until your child has mastered Lesson 1, no matter how long that takes. Taking the extra time in the beginning will pay off later on.

If you have any questions as you proceed through the program, **don't hesitate to ask.** I look forward to hearing from you.

Sincerely, Carol Kay, Candy 4WAY Phonics, www.candy4wayphonics.com