

Systematic Phonics Scope and Sequence

Suggested Scope and Sequence

While there is no universally agreed upon scope and sequence, any logically ordered sequence begins with the most basic phonics concepts and progresses to more difficult concepts, with new learning building on prior knowledge (Carreker, 2011). Sequences vary somewhat from program to program. If you are using an explicit, systematic phonics program it is best to follow its sequence for the order of teaching. The Common Core Reading Foundations standards also provide some guidance related to a phonics scope and sequence.

If you are not using a program, or if the program is not systematic enough, here is a suggested generic scope and sequence. Note that grade levels are suggested; there are variations around when phonics programs introduce some patterns.

Pre-Alphabetic Principle (PreK-K)

<ul style="list-style-type: none">• Phonological and phonemic awareness<ul style="list-style-type: none">– Word, syllable awareness– Sensitivity to rhyme, alliteration
<ul style="list-style-type: none">• Letter recognition and naming

Alphabetic Principle and Phonics (K-1)

<ul style="list-style-type: none">• Phonological and phonemic awareness<ul style="list-style-type: none">– Onset-rime– Phoneme blending and segmenting
<ul style="list-style-type: none">• Blending to decode and segmenting to spell one-syllable words
<ul style="list-style-type: none">• Some high-frequency sight words
<ul style="list-style-type: none">• Letter-sound correspondences (ordered from basic to more complex) <u>Consonants (K-1)</u><ul style="list-style-type: none">– Start with the most common consonants (b /b/, c /k/, d /d/, f /f/, g /g/, h /h/, k /k/, l /l/, m /m/, n /n/, p /p/, s /s/, t /t/)– Then introduce the less common (j /j/, r /r/, v /v/, w /w/, y /y/, z /z/, x /ks/, q (with u) /q/)<u>Short Vowels (K-1)</u><ul style="list-style-type: none">– Begin teaching after a few common consonants– Combine with consonants to decode CVC words (e.g., <i>bat, nip, hog</i>)<u>Basic Consonant Digraphs (K-1)</u><p>a combination of consonants that represent one unique sound, unlike the sound made by any of the individual letters of the digraph</p><ul style="list-style-type: none">– ch /ch/, sh /sh/, ck /k/, th /th/ (voiced and unvoiced)– Combine with short vowels and consonants to decode CVC words (e.g., <i>sick, thin, shop, wish</i>)

Consonant Blends: (1)

A blend is the combined sounds of two or three consonants. In consonant blends, each letter retains its common sound. Students learn how to blend the sounds together rather than learning one new sound.

- Examples of initial consonant blends: bl-, br-, cl-, cr-, dr-, dw-, fl-, fr-, gl-, gr-, pl-, pr-, scr-, sl-, spl-, sp-, spr-, squ-, st-, str-, sw-, thr-, tr-, tw-
- Examples of final consonant blends: -ct, -ft, -ld, -lf, -lk, -lp, -lt, -mp, -nd, -pt, -rd, -rk, -rm, -rn, -rp, -rt, -sk, -sp, -st
- Combine with short vowels to decode CCVC or CVCC words (e.g., *slip, frog, lift, camp*)

ng and nk (1)

- Examples: *king, song, hung, pink, sank, honk, dunk*

“Floss” Rule (1)

If a word has only one vowel and ends in f, l, or s, double the last letter.

- Examples: *stuff, cliff, fill, bill, stall, moss, kiss, glass*
- There are some exceptions: If the final s makes the /z/ sound, the s is not doubled (e.g., *as, is, was, his*).

Long-Vowel Sounds in Open Syllables (K-1)

- Examples: *he, me, hi, no, my, a-pen, ba-by, a-pron, a-corn, i-vy, i-ris, si-lo, e-ven, be-hind, po-ny, bo-nus, mu-sic, Ju-ly*
- Including y at end of a short word – Examples: *my, why, by*

Long-Vowel – Silent e (Vowel-Consonant-e (VCe) (K-1)

Adding an e at the end of a CVC (or CCVC) word or syllable change the vowel from a short sound to a long sound.

- Examples: *bake, brake, shame, bite, drive, shine, bone, slope, stroke, cube, crude, mute*

Other Long Vowel Patterns (1)

- words with *-ild, -ind, -old, -ost*
- Examples: *mild, child, kind, blind, cold, hold, host, most*

Phonics (1-3)

- **Phonemic awareness**
 - Onset-rime, blending, segmenting
 - Phoneme manipulation
- **Decoding and spelling one-, two- and multi-syllable words**
- **More high-frequency sight words**

- **Letter-sound correspondences (ordered from basic to more complex)**

Vowel Pairs (1-2)

A vowel pair is two adjacent vowels in the same syllable that represent a single speech sound. The sound made by a vowel combination may vary.

- Basic Vowel Pairs with One Frequent Long-Vowel Sound
 - Examples: *ai (pain), ay (pay), ee (feet), ey (key), ie (chief), oa (boat), oe (toe), ue (blue), au (August)*
- Vowel Pairs with More Than One Frequent Sound
 - Examples: *ea (eat, head), oo (moon, book), ou (out, soup), ow (cow, snow)*
- au and aw: Examples – *pause, August, saw, claw*
- Diphthongs: a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another
 - Examples of *oi/oy*: *coin, boil, boy, toy*
 - Examples of *ou/ow*: *mouse, loud, cow, brown*

Vowel-r (1-2)

- /er/ spelled as *er (her, bother); ir (sir), ur (fur, turtle), or (work, doctor), ear (earth, search)*
- /or/ spelled as *or (fork, store, morning), ore (ore, store), oor (poor, door), our (pour, four)*
- /ar/ spelled as *ar (car, farm, yard)*

Silent Letters (1-2)

- *kn (knight), mb (thumb), wr (wreck)*
- vowel combinations *igh* and *eigh* words (*fight, tight, sigh, eight, weight, sleigh*)

Hard and Soft Sound: c and g (1-2)

- When the letters *c* or *g* are followed by the letters *i, e, or y*, it changes the sound from *hard (c /s/, g /g/)* to *soft (c /s/, g /j/)*.
- Examples: *face, price, cent, pencil, city, icy, gist, gem, huge, gym*

k/ck, ch/tch and ge/dge (1-2)

For the sound /k/ spelled as *k* at the end of a short word:

- If there is only a short vowel before the /k/, add *c*.
 - Examples: *tuck, lock, deck*
- If there is another consonant sound after the vowel, only use *k*.
 - Examples: *milk, pink, bulk, task*

For the sound /ch/ spelled as *ch* at the end of a short word:

- If there is only a short vowel before the /ch/, add *t*.
 - Examples: *hitch, batch, Scotch*

- If there is another consonant sound after the vowel, only use *ch*.
 - Examples: *lunch, bench*

For the sound /j/ spelled as *ge* at the end of a short word:

- If there is only a short vowel before the /j/, add *.d*
 - Examples: *badge, lodge, judge*
- If there is another consonant sound after the vowel, only use *ge*.
 - Examples: *plunge, hinge*

Advanced Patterns (2-3)

Vowel-r

- /air/ spelled as *air* (*fair, stair*), *are* (*share, dare*)
- /ear/ spelled as *ear* (*hear, year*), *eer* (*deer, cheer*)

Advanced digraphs

- *wh* for /hw/ (*whale, which*)
- *ph* for /f/ (*phone, graph*)
- *gh* for /f/ (*laugh, cough*)

Variant plurals

- *f/vs* (Examples: *leaf/leaves, elf/elves*)
- vowel changes (Examples: *tooth/teeth, man/men, foot/feet*)

Contractions

- *does/doesn't, we/we're, I/I've*

ti, ci for /sh/

- Examples: *action, motion, special, musician*

tu for /ch/

- Examples: *picture, mixture, nature*

Reading and Spelling Words with Prefixes and Suffixes (1-3)

Basic (1-2)

- suffixes: -ed, -ful, -ly, -er, -est, -ing, -s, -es
- prefixes: re-, un-, pre-

More advanced (2-3)

- suffixes: -less, -ness, -able, -ic, -tion, -ible, -ous
- prefixes: mis-, dis-, trans-, uni-, bi-, tri-,
- Roots: rupt, spect, port, form, meter, graph, photo

Notes:

- Inflectional suffixes: endings that indicate tense (*walked, walking, walks*) and number (*cats, foxes*), typically taught first.
- Derivational suffixes: suffixes that change the meaning of a word or change the part of speech (*happy/happily, happy/happiness, big/biggest, act/action, rest/restful*)
- Additional prefixes and suffixes may be introduced using oral language to develop vocabulary.