

PHONICS SCOPE & SEQUENCE

Adapted: *A Fresh Look at Phonics* (Blevins, A., 2017, pp 41-44)

Skill Category	Skill Sequence	Notes
Short Vowels & High-Utility Consonants - Plurals (inflectional endings -s for nouns) - Inflectional ending -s for verbs	m a s p t i n b c	Teaching this group of consonants and short vowels in the suggested sequence supports early word building and reading, making them high-utility. For example, from the first 5 letters, many VC and CVC words can be built and read, including - <i>am, sam, pam, at, mat, sat, pat, map</i> , etc.
Short Vowels & Mid-Utility Consonants - include <i>ck</i> for /k/ - Double final consonants	o f h d r g e l k	

Short Vowels & Low-Utility Consonants	u w j x v qu y z	
<i>Note: This scope and sequence of letter-sound instruction considers the importance of teaching easily confused letters, as well as closely articulated sounds away from one another.</i>		
Short Vowels with Single Consonants • Plurals (inflectional ending -s for nouns) • Inflectional ending -s for verbs • Double final consonants	short a short i short o short u short e	Students will read VC and CVC words such as <i>am</i> and <i>hop</i> . They will also review all the consonant sounds previously learned, including the work with <i>ck</i> for /k/
Short Vowels with Blends & Digraphs • Inflectional ending -ing (no spelling changes) • Inflectional ending -ed (no spelling changes)	Adjacent Consonants ccvc (snap), cvcc (hand) Digraphs sh ch, tch	Teaching adjacent consonants (a.k.a. consonant blends) before digraphs can be useful because: 1. it increases consonant knowledge through the addition of one more sound to a word and then blending

• Possessives • Contractions	th (both sounds) wh ng (also covering nk)	it like the students already know how to do. 2. digraphs represent a new concept that “two letters” can stand for one sound, which is a more complex task.
Final e • Inflectional ending -ing (spelling changes) • Inflectional ending -ed (spelling changes) • Soft c & g	a _ e i _ e o _ e u _ e e _ e	There are few one-syllable words with the e_e spelling, so you will need to use some multi-syllable words like <i>compete</i> and <i>complete</i> . The u_e spelling has two sounds: the <i>long /u/</i> as in <i>cute</i> and the <i>long /oo/</i> as in <i>rule</i> and <i>June</i> .
Long Vowels • Common prefixes • Common suffixes • Compound words • Comparatives and superlatives (er, est) • Address <i>ea</i> as /e/ (head)	Single-letter Long Vowels e, i, o (open syllables - we, me, he, she, hi, no, go, so) Long a (ai, ay) Long e (ee, ea) Long o (oa, ow) Long i (y, igh) Long u (u, ew, ue)	There are multiple spellings for each long vowel sound. Consider teaching only 2-3 per week or an instructional cycle. Base the spelling patterns you teach on frequency and utility. Delay less common spellings for later in the sequence.
r-Controlled Vowels, Complex Vowels, and Diphthongs	r-Controlled <i>ar</i> r-Controlled <i>er, ir, ur</i>	r-Controlled vowel spellings have high utility. Some of them require students to have a lot of exposure,

- Common prefixes - Common suffixes - Begin transitions to multisyllabic words	r-Controlled <i>or, ore, oar</i> Short <i>oo</i> (Book) Long <i>oo</i> (<i>oo, ou, ew, ue, u_e</i>) (room, group, new, glue, tune) Diphthong /ou/ (<i>ou, ow</i>) Diphthong /oi/ (<i>oi, oy</i>) Complex vowel /o/ [<i>au, aw, a(lk), a(it), a(ll)</i>] r-Controlled <i>are, air, ear</i>	i.e., <i>er, ir</i>, and <i>ur</i>. Practice writing these patterns is paramount. Diphthongs are also called “glide sounds.” The mouth moves when making these sounds. Try it. Say the /oi/ sound. Feel how your mouth moves from one place to another. Now say a long vowel sound and notice that your mouth remains in one spot when making this sound.
Less Common Long Vowel Spellings	Long i and o [<i>i(ld), i(nd), o(ld)</i>] Long i and o (<i>ie, oe</i>) Long e (<i>y, ey, ie, ei</i>)	Introduce these less common spellings at the end of Grade 1 and reinforce mastery in Grade 2.
Review Short Vowels Transition to Longer Words Inflectional endings with no spelling changes (<i>-s, -ing, -ed</i>)	Short vowels <i>a, e, i, o, u</i> Closed syllables (<i>napkin</i>) Consonant + <i>le</i> syllables (<i>cattle</i>)	
Review Final e Review Consonant Blends and Digraphs	Final <i>e</i> (<i>a_e, i_e, o_e, u_e, e_e</i>) Final syllables (<i>reptile</i>)	

Transition to Longer Words • Soft c & g • Suffixes -er, -est • Prefixes • Inflectional endings with spelling changes • Silent letters	Consonant blends (adjacent blends) Consonant digraphs (sh, ch, tch, th, wh, ph, ng/nk)	
Review Long Vowels Transition to Longer Vowels • Prefixes • Suffixes • Compound words • Contractions	Long a, e, i, o, u (all spellings covered in Grade 1); add any not covered Open syllables (going) Consonant + <i>le</i> syllables (table) Vowel team syllables (remain)	
Review r-Controlled Vowels Transition to Longer Words • Prefixes • Suffixes	r-Controlled <i>ar</i> r-Controlled <i>er, ir, ur</i> r-Controlled <i>or, ore, oar</i> r-Controlled <i>are, air, ear</i> (add spellings covered in Grade 1; add any not covered) r-Controlled vowel syllables (marker)	

	Consonant + /e syllables (marble)	
Review Complex Vowels and Diphthongs Transition to Longer Words • Prefixes • Suffixes	Short oo Long oo (oo, ou, ew, ue, u_e) Diphthong /ou/ (ou, ow) Diphthong /oi/ (oi, oy) Complex vowel /o/ [au, aw, a(lk), a(lt), a(ll)] (all spellings covered in Grade 1; add any not covered) Vowel team syllables (cloudless)	
Syllable Types	Review all syllable types Add other final stable syllables (-ture, -sure, -ion, -tion, -sion)	