Sample Phonics Scope and Sequence

This document has been adapted from The Fairleigh Dickenson Center for Dyslexia Studies Scope and Sequence and What is a Scope and Sequence?

A scope and sequence is the backbone of instruction. It guides lessons based on a logical skill sequence, builds on previously learned skills, and allows for the evaluation of gaps and redundancies across grade levels. For reading instruction, it is an essential roadmap that should establish clear, research-based, grade-level skill instruction in the essential components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as well as spelling.

For K-3 reading instruction, a focus on foundational reading skills must be paramount. Without explicit, systematic, comprehensive and cumulative instruction in the areas of phonological awareness, phonemic awareness, and phonics, many students do not acquire the basic knowledge of the structure of the English language, nor have the meta cognitive strategies needed to unlock (decode) unknown words. For this reason, it is essential that a scope and sequence identifies the skills that will be taught to establish that foundation for students in kindergarten through grade 3.

How Can this Scope and Sequence be Used?

Effective core reading instruction uses a comprehensive reading scope and sequence to guide instruction across a school year and up through the grade levels. Of critical importance, core reading instruction must include a way of identifying those students for which additional, targeted, skill-focused instruction must be provided. These are students who may have scored below benchmark on universal screenings and/or are not keeping pace with grade-level

reading expectations and require additional skill-based small group or individualized instruction in phonics and word analysis.

For those students that have not kept pace with grade level expectations, the most effective way to build a foundation in reading is to directly teach phonics, first, by administering an inventory to determine which phonics skills the student does and does not know, and then, providing direct, systematic, and sequential instruction to teach these skills. This scope and sequence is one that can be used to guide that instruction for small groups of students with similar skill needs, or individual students.

How to Navigate this Chart

Each column is sequenced in a presumed order of difficulty. Because each student, or the needs of different small groups differ, it is best to seek to optimize their learning experience by individualizing instruction. Students do not learn in a straight uphill line without bumps along the way. When hitting these bumps or plateaus, students often require time to internalize their new learning. By selecting appropriate new learning material – from a different column – we allow students to "hold onto" what they still need to internalize while moving them forward with a different skill.

Guidelines for When to Change Columns

We move children most quickly to decoding mastery by targeting new learning from the phonogram column. If a student (based on oral reading, automaticity rate, error monitoring) appears to need more time to "hold onto" a particular learning, then the teacher chooses from one of the other columns. For example: *A small group (or individual student) has learned all of the short vowels and*

initial blends, understands the concept of closed syllable, but needs more time to internalize short vowels as well as blends.

Consider what instructional path to choose next using these guidelines:

- Choices should permit most words for reading and spelling

Choose from this order of priority:

- Phonemes
- Syllabication/Syllable Types
- Affixes
- Spelling Generalizations

- Should address sequence of difficulty
- Should not be confusable with recently taught skills
- Should include vowel patterns (for practice) whenever possible.

Phonemic Awareness and Phonics

Teaching sound/letter correspondence of all the English phonograms to mastery is a critical component of reading proficiency. For this reason, it is the most important column on the scope and sequence, with mastery of short vowels being the most important skill.

     Short Vowels – there is a preferred order in which to teach short vowel sounds, to separate short vowel sounds that students often confuse, i.e., /i/ and /e/. When teaching short vowels, do not introduce them too close together.

Order of teaching short vowels (with key words):

- a – apple
- i – itchy
- o – octopus
- e – elephant
- u – up

Short vowels must be learned to mastery of *reading*, i.e., 90% correct in isolation, in controlled lists of single words, in nonsense words (accuracy in connected text dependent on other factors). Short vowels must be learned to mastery for *spelling*, i.e., 80%-90% mastery in isolation and in spelling single words. Therefore, it is necessary that instruction includes repeated exposure to and practice in reading and spelling taught short vowel words (through word lists, controlled text, dictation exercises) before introducing a new short vowel.

While waiting to teach the next short vowel…

- Complete teaching not yet learned consonants:
  - Teach no more than one each lesson
  - Teach to mastery
  - Do not teach confusing consonants close together, i.e., <u>m</u> and <u>n</u>; keep it simple
  - Mastery of <u>d</u>, <u>p</u>, <u>b</u> may lag

While waiting to teach the next short vowel or other phoneme/phonogram…

- Move over to the Language Structure column:
  - *syllable* concepts, i.e.:
    - Closed syllable
    - Open syllable
- Move back to the Phoneme/Phonics column:
  - *initial blends* - teach only blends for which the student knows both consonants using words made of short vowels that are known:
    - <u>S</u> blends are the easiest
    - <u>L</u> blends are the next easiest
    - <u>R</u> blends are the most difficult

  Pacing for the teaching of blends:

  - For students slowly learning short vowels sounds, introduce blends one at a time.
  - For children learning short vowels more easily, i.e., three to five lessons to mastery, teach as a category, i.e., introduce the whole category.

  The priority is teaching letter/sound correspondence with a focus on short vowels, so it follows that a lot of initial instructional time (three to five lessons each) will be spent on specific short vowels with moving on to other phonemes as a next choice.

Word list resource: Phonics Lessons - https://www.slideshare.net/mohism/phonics-lessons-40986551

The order of next choices may follow in this sequence:

all	an easy one for most children; may do this before r blends for some children
diagraphs	Teach the concept of diagraphs while teaching <u>ch</u>, <u>sh</u>, <u>th</u>, <u>wh</u>. • Generally, teach one at a time. • Can be introduced as the "H Brothers" (from Project Read)
final blends	teach only blends for which the students know both consonants using words made of short vowels that are known
fszl rule	Teach the fszl rule as a vowel protector rule: double <u>f</u>, <u>s</u>, <u>z</u>, <u>l</u> at the end of a 1-syllable word following a short vowel. Example: Je<u>ff</u> wi<u>ll</u> pa<u>ss</u> Bu<u>zz</u>. • Some children can learn all variants of the fszl rule for *reading* in the same lesson, although they may or may not be able to learn the rule for *spelling* as quickly. • Some children may need to learn the phonograms (-ff, -ss, -zz, -ll) for r*eading* one at a time. They may not be able to learn the rule for *spelling*. • Some children can already read words with -ff, -ss, -zz. -ll and can be taught the rule for spelling.
-ck	Teach –<u>ck</u> as a diagraph and a vowel protector: -ck spells /k/ at the end of a one syllable word following a short vowel.
ay, **ow**, **oy**	Each letter pattern gets its own lesson; introduced without explanation of type of syllable. • Example: Hold up letter card. *This says "ay". We spell the sound /ā/ at the end of a one syllable word with ay. Trace and say it three times; write it three times.* • Eliciting question for spelling: *How do we spell /ā/ at the end of a small word with two letters?*
VCe syllable	After mastering short vowels, ay/ow/oy, digraphs and blends, students in Grades 1-3 benefit from learning VCe (magic e) as a syllable type. Some students can learn all 5 patterns (a_e, e_e, i_e, o_e, u_e) at the same time, while others need a slower pace. • Struggling students in Grade 4 and up benefit from learning closed syllable, compound words, and VCCV cutting pattern. Some can learn all three in one lesson; others need to learn one at a time.
Affixes	When students need a holding pattern, select from the Affix or Spelling Generalization column. • *-s* – plural suffix –s; introduce the concepts of base word and suffix at the same time; be sure the student

	understands the concept of plural.
	• *-es* – at another time, choose plural –es
	o the plural is spelled –es at the end of a word that ends in <u>s</u>, <u>x</u>, <u>sh</u>, or <u>ch</u>)
Protector rules	The protector rules for spelling fszl and –ck would be the first spelling generalizations to teach. - one at a time.
ee, **Vt** –	Students frequently know this already. When this is introduced as new learning, also introduce the concept of Vt - vowel team syllables.
-ang, **-ong**, **-ung**, **-ing**	Some students learn all four letter patterns at once; some students need to be taught one or two at a time.
-ank, **-onk**, **unk**, **ink**	These patterns should be taught once students have mastered –ang, -ong, ung, ing. Some students learn all four letter patterns at once; some students need to be taught one or two at a time.
ea (bead)	Teach one sound for <u>ea</u> at a time, i.e., <u>ea</u> as a long /ē/ sound as in *bead*. • Introduce <u>ea</u> as a vowel team in a vowel team syllable. • Allow time for practice and mastery building before introducing <u>ea</u> as a short /e/ sound as in *head*.
-tch	Teach as a short vowel protector – -<u>tch</u> spells /ch/ at the end of a one-syllable word following a short vowel. • Eliciting questions that support spelling: *Why don't we spell lunch/luntch; coach/coatch*? (Because –tch spells /ch/ at the end of a one syllable word following a short vowel). • Anticipate that students will make these errors for a short time.
Affixes • **-ing** • **-ed /id/**	The suffix –<u>ing</u> must be presented with one syllable verbs ending in consonant blends so that no change is spelling to the base word occurs. • Include meaning: –ing is used on an action word to tell you something is happening now The suffix –<u>ed</u> has three sounds: /id/ /d/ and /t/. Teach one at time starting with -ed /id/. Allow time for practice and mastery building between each new teaching. • Include meaning: -ed is used on an action word and tells you something happened in the past. • -ed /id/ must be presented with one syllable words that end with a consonant blend so the /id/ sound can be heard.
Prefixes • **re-, un-, dis-**	Teach the concept of prefixes with the first prefix taught. Begin with decodable prefixes, for example, re-, un-, dis-. • Include meaning when teaching prefixes.

• **sub-**	• Teach syllable types when teaching prefixes. • When students are ready for another affix lesson, teach sub-.
oa (boat)	Teach positioning when teaching <u>oa</u> for spelling. The spelling <u>oa</u> is used at the beginning or middle of a syllable and is almost never used in a multisyllabic word. • Eliciting questions that support spelling: *"How do we spell the sound /ō/ at the beginning of a word with two vowels?"* *"How do we spell the sound /ō/ at the end of a word with two vowels?"* • The vowel team <u>oa</u> is usually easy to learn for *reading*.

or	Teach <u>or</u> as the first of five r-controlled vowels to be taught. Introduce <u>or</u> with the concept of r-Controlled syllables.
	• Scaffold instruction with the concept of 'bossy' <u>r</u>:
	"When a vowel is followed by the letter r, the r takes over and creates a new sound. You won't hear the short or long vowel sound."
	• Teach r-controlled vowels (most frequently to less frequently used) in the following order. Allow time for practice and mastery building between each new learning:
	   ○ c<u>or</u>n
	   ○ c<u>ar</u>d
	   ○ tall<u>er</u> - short<u>er</u>, (teach part of speech and meaning); print<u>er</u> (teach part of speech and meaning); f<u>er</u>n
	   ○ b<u>ir</u>d
	   ○ t<u>ur</u>tle

oo (moon)	Teach <u>oo</u> as a vowel team in a vowel team syllable. • Allow time for practice and mastery building before introducing <u>oo</u> (book).
Affixes • **-ful**, **-ish**	Teaching affixes now provides time for students to practice newly taught phonograms. • **-ful**, **-ish** are generally taught one at a time • It is not confusing to teach the suffixes in back-to-back lessons • Be sure to teach the parts of speech, the meanings, and the syllable type.
ai	Teach <u>ai</u> as a vowel team in a vowel team syllable. • Teach with the general spelling rule: *The sound /ā/ in the middle of a syllable followed by <u>n</u> or <u>l</u> is most commonly spelled <u>ai</u>.*

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spr, scr, str, spl, thr	There are not enough words beginning with three letter blends to justify dedicated lessons. Weave these letter patterns into the learning.
Accent and schwa	Teach accent and schwa when introducing two syllable words and the syllable splitting pattern VCCV. • Two-syllable words have one stressed syllable (or accented syllable), and one unstressed syllable. • The unaccented syllable adjacent to the accented syllable will have a schwa sound - either a short /i/ or short /u/ sound regardless of the spelling of the vowel. • The syllable that is stressed will most likely be pronounced the way it is spelled. • The general pattern is that 80%-90% of the nouns in English are stressed on the first syllable and 80%-90% of the verbs in English are stressed on the second syllable. Example nouns: *wisdom*, *salad*. Example verbs: *observe*, *compare*.

The phonograms and concepts that have not been included in this chart are more advanced. At the point at which the skills in the chart have been taught and mastered, instruction in the more advanced skills should be integrated into instruction. Consider what instructional path to choose next using these guidelines:

• Choices should permit most words for reading and spelling.
• Should address sequence of difficulty.
• Should not be confusable with recently taught skills.
• Should focus on word analysis, morphological units, and multisyllabic words.

The following scope and sequence is color coded to reflect general skills that are usually taught at each grade level – Kindergarten – Grade 3. Be sure to align this scope and sequence with that of your core instruction to insure grade level appropriateness of the skills. If you are using a ready-made program for intervention that includes a placement test, it is best to follow the scope and sequence of that program for delivering instruction.

Kindergarten	yellow
Grade 1	orange

| Grade 2 | green |
| Grade 3 | blue |

Sample Phonics/Word Analysis Scope and Sequence				
Phoneme/Phonics	**Spelling Generalization**	**Language Structure**	**Affixes**	**Teaching Strategies and Background Knowledge**
• s, m, f, t, v • short a		VC V (open/closed syllables) Knowing the difference between an open and closed syllable will help students understand why vowels are long (*go*), or short (*got*).		Introduce a limited set of consonants + one short vowel. When teaching short a, avoid using –an, and –am words. The a is not a true short /a/ sound in those words.
• b, r, n, c, • short i				Introduce the next set of consonants + another short vowel. It is best to separate short e and short i because they are easily confused.
• g, l, p, d, k, z, • voicing contrast /t/ and /d/ • short o • long o (*no*, *so*, *go*) • short e	k usually spells /k/ before e, i, and y (*kite*, *key*, *bike*, *sky*)			When teaching the voicing contrast between /t/ and /d/, have students 'read' each letter card while placing their fingers on their throat to *hear* and *feel* the difference in the sound each letter makes.
• h, z, j, qu, w, y, x • short u • long i (*hi*) • long e (*he*, *we*)	j never spells /j/ at the end of a word. q is always followed by u w is never doubled y as a consonant at			qu is always considered as a consonant x says two sounds /k/ /s/.

	beginning of word **x** is never doubled			

• digraphs (H brothers)
• ch (*check*)
• sh (*ship*)
  th (*think*)
  wh (*when*)				

• -ck	**Protector Rule:** **-ck** spells /k/ at the end of a 1-syllable word following a short vowel (b<u>a</u>ck, n<u>e</u>ck, tr<u>i</u>ck, s<u>o</u>ck, tr<u>u</u>ck)			
• voiced s /z/ (*his, beds*)			Concept of base word Concept of suffix Suffix -s	<u>s</u> says /s/ after unvoiced consonants: /p/, /t/, /k/, /f/, /th/. <u>s</u> says /z/ after voiced consonants: /b/, /d/, /g/, /l/, /v/, /th/, /z/, /zh/, /j/; never at the beginning of a word.
• voiced <u>th</u> (e.g., *these, those, ba<u>th</u>e*)	Voiced <u>th</u> in final position is always followed by silent <u>e</u>			
• s blends (st, sw, sc sp, sm, sn, squ, sr) •				
• l blends (bl, cl, pl, sl)			Suffix –ing	
• r blends (dr, br, cr, pr, tr)				
• tw blend				

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• -st, -nt, -mp final blends (easier blends)			Suffix –es /iz/	Suffix –es is used after <u>ch</u>, <u>sh</u>, <u>s</u>, <u>x</u>, <u>z</u>
•			Suffix –ed Used to denote past tense of a verb.	-ed says /id/ after <u>t</u> or <u>d</u>. In this case, /id/ is its own syllable (*wan<u>ted</u>*) -ed says /d/ after voiced consonants (*gra<u>bbed</u>*) -ed says /t/ after unvoiced consonants (*tra<u>cked</u>*)
• -nd, -ng, nk, -ct (harder blends)				-ng and -nk can be taught as rime patterns: -ang, -ing, -ong, -ung; –ank, -ink, -onk, -unk The preceding vowel is always short.
	Protector Rule: **fszl**: double f, s, z, l at the end of a 1-syllable word following a short vowel (*sta<u>ff</u>*, *m<u>iss</u>*, *j<u>azz</u>*, *b<u>ell</u>*)			
• long a (a_e) • long i (i_e) • long o (o_e) • long u (u_e)	**e** as a friend to v, z, s (*ha<u>ve</u>*, *free<u>ze</u>*, *hou<u>se</u>*) Final <u>e</u> does not always make the preceding vowel long.	VCe (vowel consonant silent e syllable) all vowels in VCe words		There are no English words that end in the single letters <u>v</u>, <u>z</u>, or <u>s</u> (if the <u>s</u> is not a suffix). We add <u>e</u> to the end of these words.
			Suffix -er	
• soft g /j/				g says /j/ before e, i and y (*g<u>e</u>ntle*, *g<u>i</u>nger*, *g<u>y</u>m*)
• soft c /c/				<u>c</u> says /s/ before e, i, and y

				(*cent*, *city*, *cycle*)
	1+1+1 Doubling Rule – if you are adding a *vowel suffix* to a 1-syllable word that ends in 1 vowel and 1 consonant, double the final consonant (*h**o**p/ hop**p**ing;* *r**u**n/run**n**er*) **"E" Ending Rule** – if you are adding a *vowel suffix* to a base word that ends with silent <u>e</u>, drop the <u>e</u>, then add the suffix. (*hope/hoping*; *save/saved*)			
• ee		Vt (vowel team syllable)		
• ay (*say*)	Most commonly used spelling for /ā/ at the end of a word			
	"Y" Ending Rule, Part 1 – if a base word ends in <u>y</u>, and a vowel is before it, just add the suffix. (*say/saying*; *pay/payment*) **"Y" Ending Rule, Part 2** – To make a base word plural and the word ends in <u>y</u>, and the letter before it is a consonant, change the <u>y</u> to <u>i</u> and add -es. (*pony/ponies*; *baby/babies*)			If possible, avoid teaching ending rules close to each other. Allow time for practice and mastery building before teaching the next rule.

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	"Y" Ending Rule, Part 3 – If a base word ends in <u>y</u>, and the letter before it is a consonant, change the <u>y</u> to <u>i</u> and add the suffix. (*dry/dried*; *lazy/lazier*)			
• ow (*snow*, *grown*)	End of a word or when followed by <u>n</u> (indicating past tense)			
• ea (*bead*)				For struggling students, avoid teaching the two sounds of <u>ea</u> together. Allow time for practice and mastery building before teaching the second sound.
• ai (*rain*, *contain*)	Beginning or middle of a syllable.			
• ea (*bread*)				
• oa (*oats*, *soap*)	Beginning or middle of 1-syllable words.			
• or (*north*)		r-Controlled syllable Teach by starting with the most frequently used r-controlled vowel (*or*) and moving to the least frequently used (*ur*).		When <u>r</u> is doubled, <u>o</u> has its short sound (*sorrow*)
• ar (*car*)				When at end of word, <u>a</u> is made long by final silent <u>e</u> (*care*). When <u>r</u> is doubled, <u>a</u> has its short sound (*carry*)
• er (*her*)				When at end of word, <u>e</u> is made long by final silent <u>e</u> (*here*). When <u>r</u> is doubled, <u>e</u> has its short sound (*merry*)

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• ir (*girl*)				When at end of word, <u>i</u> is made long by final silent <u>e</u> (*tire*). When <u>r</u> is doubled, <u>i</u> has its short sound (*mirror*)
• ur (*burn*)				When at end of word, <u>u</u> is made long by final silent <u>e</u> (*cure*). When <u>r</u> is doubled, <u>u</u> has its short sound (*curry*)
• oo (*school*) oo (*book*)				For struggling students, avoid teaching the two sounds of <u>oo</u> together. Allow time for practice and mastery building before teaching the second sound.
• y as vowel /ē/ (*happy*)	End of multisyllabic word			
• -dge /j/	**Protector Rule:** **-dge** spells /j/ after a short vowel sound usually in a 1-syllable word. (*bri<u>dge</u>*)			
• -tch /ch/	**Protector Rule:** **-tch** spells /ch/ after a short vowel sound, usually in a 1-syllable word. (*ca<u>tch</u>*)		Suffixes: -est, -ful, -ly, -ish, -less, -y	
			Prefixes: un-, re-, dis-, in-, ex-, mis-	
• ou (*out*)	Beginning or middle of a syllable			

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• ow (*plow, growl*)	End of a word or syllable or when followed by <u>n</u> or <u>l</u>		

• -ind (*kind*)
  -ild (*child*)
  -old (*cold*)
  -ost (*most*)
  -olt (*bolt*)
	These 1-syllable words are closed syllable rule breakers.	Kind-old rule		Can be taught as word patterns in 1-syllable words

oi (*oil, coin*)	Beginning or middle of a syllable	Syllable Patterns VC/CV VC/V VC/V		
oy (*boy, employ*)	End of a word or syllable	Schwa in second syllable of two syllable word (*bottom, garden*)		When two closed syllables make a 2-syllable word, the vowel in the second syllable often does not make its expected short sound. Instead, it will have either a short /<u>i</u>/ or the **schwa** sound, which sounds like short /u/.

-ble (*table*)
-ckle (*buckle*)
-dle (*waddle*)
-fle (*rifle*)
-gle (*angle*)
-ple (*apple*)
-tle (*cattle*)
-zle (*puzzle*)
	When preceded by a single short vowel, the consonant is doubled:
	  ○ bubble
	  ○ apple
	When preceded by anything other than a short vowel, the consonant is not doubled:
	  ○ ankle
		-cLe
		Consonant, -le syllable
				Consonant Le is considered a final stable syllable, and the only syllable type that does not have a discreet vowel sound.

• aw (*saw, lawn*)	End of a word or syllable or			

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	when followed by n or l			
• au (*author, sauce*)	Beginning or middle of a syllable			
• augh (*taught*)	Always followed by t			
• ey /ē/ (*key*) ey /ā/ (*they*)	End of a word			For struggling students, avoid teaching the two sounds of ey together. Allow time for practice and mastery building before teaching the second sound.
• y as vowel /ī/ (*my, cycle, type)*	End of word or syllable or when made long by final silent e (can be taught with VCe syllable type)			
• y as vowel short i (*gym*)				
• silent consonants: ph (*phone*) kn (*know*) wr (*write*)			Prefixes: de-, pre-, sub-, be-, per-, a-	
• ie (*pie, chief*)	Familiar spelling rule: i before e except after c			For struggling students, avoid teaching the two sounds of ie together. Allow time for practice and mastery building before teaching the second sound.
• ue /ū/(*cue*) ue /oo/ (*blue*)	End of a word			
• -igh (*high*, *night*)				
• -age				
• ou (*soup*)				

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ui (*suit*) ew (*new*)				
• -ture				
• tion /shun/ (*completion*)	Used for /shun/ unless root word ends in –s or –ss.		Suffixes: -tion/-sion, -ment, -ness	
• sion (as /shun/ and /zhun/) (*tension*, *vision*)				

Resources

Farrell, Mary. Explanation scope and sequence [Power Point]. Fairleigh Dickenson Center for Dyslexia Studies, Teaneck, NJ. 2018.

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