

Phonics Scope and Sequence

Construct a sequence in which the most words can be generated. For example, many words can be generated using the letter t. However, few words can be generated using the letter x (Blevins, 1998). Here is a suggested scope and sequence for K–2:

Kindergarten

- Concepts of print
- Alphabet recognition
- Phonemic awareness
- Blending
- Sense of story
- Building world knowledge

Grade 1

- Phonemic awareness
- Blending and word building
- Short vowels (*a, e, i, o, u*) and consonants in combination in words with the VC and CVC pattern
- Final *e* (*a_e, e_e, i_e, o_e, u_e*) in words with the CVCe pattern
- Vowel digraphs that stand for long vowel sounds (*ai, ay, ea, ee, oa, ow*, and so on)
- Consonant clusters (*br, cl, st*, and so on)
- Digraphs (*sh, ch, th, wh*, and so on)
- Other vowel sounds including diphthongs (for example, *oo, au, aw, ou, ow, oi, oy*)
- Early structural analysis including verb endings (*-ing, -ed*), plurals, contractions, and compound words
- Connected text reading
- Vocabulary development and world knowledge

Grade 2

- Review Grade 1 skills
- More complex vowel spellings
- More structural analysis including compound word and affixes
- Multisyllabic words
- Syllabication strategies
- Connected text reading
- Vocabulary development and world knowledge