

1st-3rd Phonics Skills

Developmental Scope and Sequence

Consider teaching phonic skills in a developmentally appropriate sequence. Make considerations for teaching less or more, whole class or small group, depending on student need and readiness:

- Academic Vocabulary: Vowel vs. Consonant
- (a, t, m, s) (b, c, f) (r, h, n) (j, p, l) (g, d, v)
- (i) (w, k, -ck) (o) (qu, x, y, z) (u) (e) (short vowels only)
- Open/Closed Syllables** (if reading closed fluently)
- Double consonants (ff, ll, ss, zz)
- Digraphs “H Brothers:” ch, -tch, sh, th voiced/unvoiced, wh
- Suffixes: -s & -es
- Diphthong:** oo (boo)
- Beginning Blends: r blends, l blends, s blends with w blends (include clusters with each group)
- Ending Blends
- VC/CV
- Suffix: -ing
- Vowel Units: -nk & -ng
- Suffix: -ed
- Magic e**
- Vowel Teams:** ea, oa, ai, ee, ay, oe
- R Controlled Vowels:** er, ir, ur, ar, or
- Grapheme Pattern: -igh
- Y as a Vowel
- Consonant -le** (-ble, -fle, -tle, -dle, -gle, -kle)
- V/CV
- Diphthongs: ow/ou
- Soft c/g, -dge
- Diphthongs: aw/au, oy/oi, ew/ue
- 3 Syllable VC/CV (closed syllable)
- Schwa
- Suffixes: -tion/-sion (division)
- Other suffixes: -ful, -less, -ment, -ness, -age, -ly, -ous, -est
- Silent Letter Combinations: kn-/wr-/mb/-mn
- Academic Language: **7 Syllable Types** (throughout)