



Suggested Scope & Sequence for Teaching Grapheme-Phoneme Correspondences

Group 1: Consonants and Short Vowels

- a, m, s, t, p, f, i, n, nasalized a, CVC patterns
- d, o, c (cat), k, u, ck, b, g (got), e, CCVC patterns, CVCC patterns
- s (/z/), h, r, l, w, j, y (yes), x (six), q, v, z, CCVCC patterns

Group 2: Double Letters and Consonant Digraphs

- -ff, -ll, -ss, -zz
- sh, th (this, thumb), ch, wh, ph

Group 3: CVCe

- a_e, i_e, o_e, e_e, u_e, c /s/ (face), g /j/ (cage)

Group 4: Word Ending Spelling Patterns

- ng, nk, -all, -oll, -ull, -le
- tch, dge
- y as long i (my), y as long e (puppy)

Group 5: R-Controlled Vowels

- ar, or, ore, er, ir, ur

Group 6: Vowel Teams (long vowel sounds)

- ai, ay, ee, ea (leaf), oa, ow (row), ie (pie), igh (night)

Group 7: Other Vowel Teams

- oo (moon), oo (book), ew (chew), ui (fruit), ue (blue), au, aw, augh, ea (head), ea (break)

Group 8: Diphthongs

- oi, oy, ou, ow

Group 9: Silent Letters

- kn, wr, gn, gh, mb, silent t (listen)

Group 10: Syllables

- open and closed syllables, multisyllabic words

Group 11: Affixes

- Suffixes: -s and -es (plural, tense), -ed /t//d//əd/, -ing, -er, -est, -ly, Prefixes: un-, pre-, re-
- Spelling rules: double consonant -ed, -ing, -er, -est (stopped, stopping, bigger, biggest), drop e (hope – hoping), y to i (happy – happiest)
- Suffixes: -sion, -tion, -ture, -er (teacher), -or (sailor)

Group 12: Low Frequency Spellings

- /er/ = ar (dollar), or (word); /air/ = air (fair), are (care), ear (bear); /ear/ = ear (hear); /ā/ = ei (vein), eigh (eight), ey (hey), aigh (straight); /yū/ = ew (few), eu (feud); /ū/ = ou (soup); ough /aw/ (cough), ough /ō/ (though); ch /sh/ (chute), ch /k/ (school)