



PHONICS

Phonics

The ability to understand the relationship between sounds and letters that are used to represent them in print. Often described as word study.

Assessments

- Word Inventory ([See video](#))
- Hearing and Recording Sounds
- optional, intended to guide instruction

Phonics Learning Experiences

- Clear, explicit and direct teaching in a systematic way (developmental)
- Word building and word sorts
- Word families
- Strategies for multisyllabic words

Stages and gradations →	Emergent	Letter Name	Within Word Patterns	Syllables and Affixes	Derivational Relations	Feature Points	Words Spelled Correctly
Features →	Consonants	Short Vowels	Long Vowels	Inflected Endings	Harder	Roots or	
Words	Begin. Final	Diagrams	Other Vowels	Unaccented Final Syllables	Suffixes	Roots	
1. bed	b	d	e				
2. chin	n	i	ch				

Words Their Way Primary Spelling Inventory Feature Guide

Student's Name _____		Teacher _____		Grade _____		Date _____					
Words Spelled Correctly: ____ / 26		Feature Points: ____ / 56		Total: ____ / 62		Spelling Stage: _____					
SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC			WITHIN WORD PATTERNS			SYLLABLES AND AFFIXES		
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY		
Features →	Consonants		Short Vowels	Diagrams	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Feature Points	Words Spelled Correctly	
	Initial	Final									
1. fan	f	n	a								
2. pet	p	t	e								
3. dig	d	g	i								
4. rob	r	b	o								
5. hope	h	p				o-e					
6. wait	w	t				ai					
7. gum	g	m	u								
8. sled			e		st						cr
9. stick			i		st						le
10. shine				sh		i-e					or
11. dream					dr	ea					en
12. blade					bl	ea					on
13. coach			ch		oa	oa					af
14. fright				fr	igh						
15. chewed			ch				ew	-ed			
16. coral				cr			aw				
17. wishes			sh					-es			
18. born			br				or				
19. should			sh				ou	-ed			
20. spot							ot				
21. grove							ow				
22. third			th				ir				
23. camped								-ed			
24. tries				tr				-ies			
25. clipping								-ping			
26. riding								-ding			
Totals	17	17	17	17	17	17	17	17	156	126	



Phonics Scope and Sequence

Intentional and systematic phonics instruction supports learners' abilities to decode and encode with success. This instruction should be guided by a thoughtful **scope and sequence**. The *scope* is the content to be taught, while the *sequence* is the order in which the content is taught to ensure that over time the foundational phonics skills and patterns build upon each other and are mastered (Mesmer, 2019).

There is not one "right" scope & sequence. Teachers may follow a scope and sequence that accompanies their decodable book series, or from another evidence-based source. What *is* important is that teachers have one, and that it thoughtfully sequences skills from simple to gradually more complex skills.

It is important to note that intentionally and systematically does not necessarily mean scripted instruction. According to the National Early Literacy Panel and the National Reading Panel, having a plan and systematically instructing children about phonics is a good idea (and better in terms of child learning outcomes than an 'incidental' or 'as needed approach') but a whole class, scripted approach to such instruction has not been proven to be an effective form of instruction (McKay and Teale, 2015).

A scope and sequence provides clear learning targets for small-group and whole-group phonics instruction and practice, while helping to identify which decodable text would provide appropriate practice for readers to consolidate their newly acquired phonics skills.

Writing is a Window into Phonics Growth

Children's writing reveals which letters, sounds and letter patterns are not yet solidified, and which would benefit from additional instruction and practice.

- Each week check the writing of a subset of your students (*four to six*) to note transfer of previously taught phonics skills. *Are they using them consistently in writing?*
- Provide more whole and small group instruction and practice on previously taught skills that aren't transferring into writing (Blevins, 2017).

Links to two phonics scope and sequences have been added for your consideration.:

[Wiley Blevins](#)

[Syllasense](#)