

PHONICS

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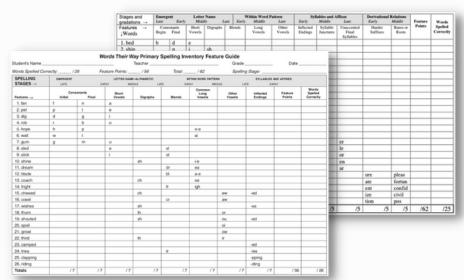
The ability to understand the relationship between sounds and letters that are used to represent them in print. Often described as word study.

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





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

<u>Syllasense</u>