Suggested Scope & Sequence for Teaching Phoneme-Grapheme Correspondences

Group 1: a, m, s, f, i, p, t, n, d, nasalized a, CVC patterns

Group 2: c (cat), o, sh, k, u, b, g (go), e, CCVC and CVCC patterns

Group 3: h, v, th, ch, ck, r, l, j, z, w/wh, y (consonant), s /z/ (is), silent e, CVCe patterns, ff, ll, ss, zz

Group 4: ar, or, er, ai, ay, ee, ea (read), Vr and CVVC patterns

Group 5: ir, ur, oa, ow (tow), y as a vowel (cry, baby), closed & open syllables, multisyllable words

Group 6: ou (out), ow (cow), oi, oy, oo, ie, x, qu, ph, e, unaccented syllables, final stable syllables

Group 7: ea (bread), ea (steak), oe, c before i/e/y (city), g before i/e/y (gem)

Group 8: ng, igh, ew, au, aw, ar and or as /er/ (dollar, worm)

Group 9: ue, y (gym), ou, eu

Group 10: ei, eigh, ey, ar (beggar), or (doctor), wa (want), u (push, pull), ou (country)

Group 11: wr, kn, gn, mb, gh, stle, ps, pn

Group 12: alk, ough, augh, ch (Christmas), ch (Chicago), ture, ti, si, ci