

# Overview of Major Phonics Content

The table below covers much of the content usually presented to students in grades K-3 but may need attention if the student struggles to read.

## Phonics Categories and Examples

Category	Examplea
Consonants	b, c, d, f, g, h ,j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Short Vowels	a(cat) o(mop) i (sit) e(pet) u (rub)
Consonant Blends	st(stop), sl (slip), tr ((trap), br (brick), ending blends: -nd (and), -st (best)
Consonant Digraophs	-ck (back), th (that, bath), sh (shop, mash), ch/tch (chip batch)
Long Vowels in CVCe Words	cake, rice, hope, rude: Magical E
Long Vowels in CVVC Words	ai/ay (rain, may), ea/ee (bean, seep), oa/ow (boat, row), ie (pie) ui, ue, ew,(suit, blue, stew)
R-Controlled vowels	ar (bark), or (corn) er/ur/ir (herd, burn, stir)
Diphthongs and other vowel patterns	oi/oy (join, boy), ou/ow (round, cow), aw/ough (straw, taught), oo{long} (spoon), oo (short) (foot)

Note;

The categories shown in the first column start with content that is seen as easier to learn and moves to more complex categories, such as r-controlled words (car, stir) to diphthongs (join, cow).

The order in which the examples are presented does not necessarily imply an instructional order. For instance, the consonants are presented in alphabetical order. That does not mean they should be taught in that order.

There is persuasive evidence that children who do not catch on to decoding early are likely on the path to reading difficulties and rarely become strong readers.

Because Grapheme(letters) and Phoneme(sounds that letters make) correspondences are the keystone to learning to read, it is essential that the sequence for learning letter/sound correspondences be done in a manner that assures learning the vowels and the sounds they make sticks.

Accordingly, if working with primary grade or second language learners I think it important that when teaching sound/symbol relationships that a sequence is presented that enables young readers to make real words. That means introducing graphemes and phonemes where the vowels are introduced and practiced not too close to each other, and consonants permit the making of words with those vowels.

Herewith is a suggested spacing:

m, a, s, d, t, p, c, r, n, i, f, b, h, k, o, g, l, e, v, j, u, dq, w, x, y, z

For example, following this sequence enables writing and reading words such as am, Sam, mad, sad, dam, dad. For a child new to reading that is a big deal. Going forward in this sequence many more CVC words can be constructed.