PHONICS SCOPE and SEQUENCE

Some language used by teachers about PHONICS

Phonics are different sounds and the way we teach kids to read and write.

Phonics works by breaking up words into their different sounds and then blending these sounds back together so that they form words.

Children then learn words by breaking them up into these different sounds..

Teaching PHONICS means teaching students to link sounds to symbols.

For example when we teach the alphabet the students learn that each letter (symbol) has a sound as well as a shape.

A grapheme is a kind of symbol that represents a sound ([phoneme](#)) in writing. A grapheme can consist of just one letter or a group of letters, and these have specific names. A grapheme that consists of two letters is called a [digraph](#), while one with three is called a [trigraph](#).

Let's look at the the word '**dog**': 'D-o-g' Here, the phoneme is an /o/ sound, which is the same as the grapheme (the 'o' letter) that represents it. On either side of it, you have a 'd' representing the short /d/ sound, as well as a 'g' **grapheme** representing /g/.

Dog is also an example of a **CVC word**. It starts with a CONSONANT, then there is a VOWEL and finally another CONSONANT.

The English language is COMPLEX and students need to learn about the different ways that letters can be used to make words.

To do this students learn to name the parts of the word, practising how the letters sound and identifying the phonemes and graphemes.

Students learn to DECODE words and then practice their decoding skills with decodable books.

A teaching program for a Year 1 students might involve the following sequence of lessons:

Graphemes	a, i, m, s, t	n, o, p	b, c, g, h	d ,e, f, v
Example words	at, it, mat, sat, sit Sam,	on, in, an map, pin, pan	Bin, ban, can, cog, hog, hot,	Dig, dog, big, fat, fan,

As the year progresses other graphemes are introduced:

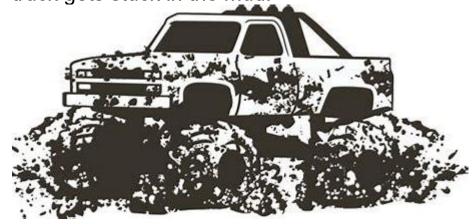| Graphemes	sh	ch	ck	th
Example words	Brush, fish, sash, lush, shop	chop. chip, lunch, munch	back, clock, crack	the, think, thanks three, cloth

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The following passages are used to practice using the words that have been taugh

Decodable Passages

Grapheme: ck /k/

The Mud Track

Jack and Rick are at the truck race track. They see lots of trucks. One big truck gets stuck in the mud.

The small truck goes fast on the track. Mack and Rick clap.

Mack goes to the shop to grab a snack.   He sees his pals, Becky and Nick who are buying chicken chips.

Rick sees the pals at the shop and yells, "Get back, quick!"

The friends run back to the track.

A truck ran into a stack of bricks! The friends yell and jump up and down.

"I want to drive a big truck like that," says Jack.

Grapheme: sh /sh/

The Ship

Look at the ship. Trish and Josh jump onto the deck of the ship.
Trish has a net to get fish. Josh has a bag to get shells.

Trish jumps off the ship with the net. She swims to get fish.

Josh jumps off the ship with his bag. He finds shells in the sand and picks
them up.
Trish and Josh get back on the ship. "Look at
the fish in my net," said Trish. "Look at the shells in
my bag," said Josh.

I am hungry now said Josh. Can we get some fish and chips?

Grapheme: ch /ck/

Chips and Dip

Jack and Rachel are at lunch. Jack has chips in his lunchbox but no dip. Rachel has a pot of dip in her lunchbox but no chips.
 Jack looks at Rachel.
Rachel looks at Jack.
What could they do?

Jack puts his chips in his lunch box.
"Rachel, do you want chips?" he asks.
 "Yes I do!" said Rachel.
Rachel puts her pot of dip next to the chips.
"Jack, do you want dip on your chips?" Rachel asks.
"Yes I do!" said Jack.
They munch and crunch on chips and dip.

Rachel finds some carrot sticks in her lunchbox. They munch on them too. This is the best lunch ever. It was great that they could share their food.

Digraphs

A digraph is the term used to describe two consecutive letters that work together to make one sound. Underline the diagraphs in this story.

The Ships at the Dock

Quin goes to the dock with Jax. They sit on the dock and look at the ships. Jax looks up and sees a big clock. "What is that clock for?" he asks. Quin says, "There is a bell in the clock. When the bell rings, the ships can go to the dock."
Quin and Jax look for ships that could go to the dock. "I think that tall black ship will go to the dock first," said Quin. "I think this big pink ship will go to the dock," said Jax.
The bell rings. Ding dong. Ding dong.

Which ship will go to the dock?
The tall black ship goes past the dock.
The big pink ship goes past the dock. "Look!" said Quin.
Jax sees a small red ship. The small red ship stops at the dock. "We should have said the red ship!"