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## The Framework

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When we began to develop this resource, our intent was to provide a framework that would model what we know to be best practice in teaching phonics: modelling, consistency, and sequential design. Let's look at each of these elements in relation to phonics instruction.

### Modelling

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The Gradual Release of Responsibility model has been a part of education practice since 1983 (Pearson & Gallagher). The framework illustrates the essential role of initial modelling in students' understanding and the eventual transfer of skills. This is true for most skills and concepts taught in our classrooms.

For our beginning readers, modelling is essential. Students need to learn how to produce sounds correctly, how these sounds are represented by letters or letter combinations, and then eventually how to apply their knowledge to reading and writing.

In *The Phonics Companion*, the initial modelling activity is an important lesson component. In the interest of time, or to avoid repetition, you may be tempted to skip or edit the modelling portion of each lesson. We have designed this section to take only a few minutes to complete and have based its design on the role that repetition plays in learning new sounds. Over the course of many lessons, the repetition of the script will enhance students' understanding.

### Consistency

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In many cases, and certainly at the primary grade level, our instructional time is optimized and student learning is at its best when we deliver lessons that are consistent in design, materials, and length. When students know what to expect, they are free to focus on content—this consistency helps to reduce cognitive load. The lessons within *The Phonics Companion* are intentionally consistent in design, length, and purpose. Because of this structure, they lend themselves to regular, consistent implementation. We advise that you follow the lesson structure for each lesson to ensure the success of high-yield instructional routines.

## Sequential Design

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The third element of successful phonics instruction is sequential design and implementation. Where your students begin in the resource will depend on their age and stage. We suggest that you move sequentially through the lessons from whatever point at which you begin. The progression in the resource represents the graphemes your students will encounter as beginning readers.

The lessons are based on a research-informed scope and sequence so that teaching can be systematic and sequential. Since we know how important these elements are to the successful implementation of phonics instruction, we have built them into the lesson design throughout the resource. On the pages that follow we detail the main driver of *The Phonics Companion*: the Scope and Sequence.

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### ***The Phonics Companion* Scope and Sequence**

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To provide instruction in a systematic way to make it as effective as possible, we need to have a plan that maps out the letter-sound correspondences to teach and when to teach them. In other words, we need a scope and sequence.

There are several scope and sequences available (see Kearns, n.d.; Larsen et al., 2020; Moats & Tolman, 2017; Vousden et al., 2011). Most have been developed with a specific criterion in mind (e.g., frequency of letter-sound correspondence in children's books or in literature in general). With these examples in mind and based on feedback we received from teachers who were piloting our scope and sequence, we decided to adhere to two principles in developing the resource's scope and sequence:

- the frequency of the letter-sound correspondences in children's books
- teachers' feedback on what groups of letter-sound correspondences go together (e.g., /ar/ as part of the *r*-controlled vowel family. We grouped all *r*-controlled vowels, even though they do not follow one another in frequency).

Note that beyond the first 30 letter-sound correspondences, where there is a fair amount of agreement among various scope and sequences, the explicit and systematic teaching of letter-sound correspondences might be more important than the specific order itself. To our knowledge, no study has contrasted the effect of different scope and sequences in students' word recognition skills.

Our scope and sequence consists of 120 letter-sound correspondences. In the first column in Table 1, you can see the order of each letter-sound correspondence. In the second column, we present the letter-sound correspondences (grapheme). Beside each letter-sound correspondence, we present the phoneme to which each letter (or letter combination) corresponds (third column). Finally, in the last column, we present a target word, typically the first target word in the corresponding lesson, so you can see the sound we have in mind for that specific letter or letter combination. You will notice that we have included many of Fry's (1980) or Dolch's (1948) list of high-frequency words in our lesson word lists. We know how important these words are to students' reading fluency, so we built them into our lessons. Teaching these words during phonics instruction, alongside the letter-sound correspondence, is key to building students' reading fluency.

Throughout this resource, you will see that we have used a number of symbols. These include the following:

- forward slashes // to indicate the sound of a particular letter (e.g., when you see /p/, say the letter's sound, not the letter's name)
- a macron (/ā/, /ē/, /ī/, /ō/, /ū/) to mark long vowel sounds
- a breve (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) to mark short vowel sounds

**TABLE 1** *The Phonics Companion* Scope and Sequence

| <b>Lesson</b> | <b>Grapheme</b> | <b>Phoneme</b> | <b>Sample Lesson Word with Grapheme-Phoneme Correspondence</b> |
|---------------|-----------------|----------------|--|
| <b>1</b>      | a               | /ă/            | at   |
| <b>2</b>      | t               | /t/            | tap  |
| <b>3</b>      | s               | /s/            | sat  |
| <b>4</b>      | p               | /p/            | pat  |
|               |                 |                |  |
| <b>5</b>      | i               | /ĩ/            | tip  |
| <b>6</b>      | n               | /n/            | nap  |
| <b>7</b>      | r               | /r/            | ran  |
| <b>8</b>      | l               | /l/            | lap  |
|               |                 |                |  |
| <b>9</b>      | e               | /ě/            | set  |
| <b>10</b>     | d               | /d/            | did  |
| <b>11</b>     | f               | /f/            | fast   |
| <b>12</b>     | m               | /m/            | man  |
|               |                 |                |  |
| <b>13</b>     | o               | /ö/            | on   |
| <b>14</b>     | c               | /k/            | can  |
| <b>15</b>     | g               | /g/            | get  |
| <b>16</b>     | b               | /b/            | bed  |
|               |                 |                |  |
| <b>17</b>     | u               | /ů/            | up   |
| <b>18</b>     | v               | /v/            | vet  |
| <b>19</b>     | k               | /k/            | kit  |
| <b>20</b>     | h               | /h/            | had  |
|               |                 |                |  |
| <b>21</b>     | w               | /w/            | wig  |
| <b>22</b>     | j               | /j/            | jam  |
| <b>23</b>     | z               | /z/            | zip  |
| <b>24</b>     | y               | /y/            | yes  |
|               |                 |                |  |

**TABLE 1** *The Phonics Companion* Scope and Sequence (continued)

| Lesson | Grapheme | Phoneme | Sample Lesson Word with Grapheme-Phoneme Correspondence |
|--------|----------|---------|---|
| 25     | x        | /ks/    | box   |
| 26     | qu       | /kw/    | quit  |
| 27     | ng       | /ŋ/     | song  |
| 28     | s        | /z/     | pins  |
|        |          |         |   |
| 29     | sh       | /sh/    | dish  |
| 30     | ch       | /ch/    | much  |
| 31     | th       | /th/    | with  |
| 32     | ck       | /k/     | back  |
|        |          |         |   |
| 33     | ff       | /f/     | off   |
| 34     | ll       | /l/     | hill  |
| 35     | ss       | /s/     | less  |
| 36     | ar       | /ar/    | hard  |
|        |          |         |   |
| 37     | or       | /or/    | for   |
| 38     | er       | /er/    | her   |
| 39     | ir       | /er/    | bird  |
| 40     | ur       | /er/    | turn  |
|        |          |         |   |
| 41     | i        | /ī/     | kind  |
| 42     | a        | /ā/     | later   |
| 43     | o        | /ō/     | old   |
| 44     | e        | /ē/     | we  |
|        |          |         |   |
| 45     | c        | /s/     | face  |
| 46     | g        | /j/     | page  |
| 47     | nk       | /ŋk/    | sink  |
| 48     | dge      | /j/     | edge  |
|        |          |         |   |

**TABLE 1** *The Phonics Companion* Scope and Sequence (continued)

| <b>Lesson</b> | <b>Grapheme</b> | <b>Phoneme</b> | <b>Sample Lesson Word with Grapheme-Phoneme Correspondence</b> |
|---------------|-----------------|----------------|--|
| <b>49</b>     | a_e             | /ā/            | name   |
| <b>50</b>     | i_e             | /ī/            | like   |
| <b>51</b>     | o_e             | /ō/            | home   |
| <b>52</b>     | u_e             | /ū/            | cute   |
|               |                 |                |  |
| <b>53</b>     | wh              | /w/            | when   |
| <b>54</b>     | kn              | /n/            | knife  |
| <b>55</b>     | gn              | /n/            | sign   |
| <b>56</b>     | mb              | /m/            | lamb   |
|               |                 |                |  |
| <b>57</b>     | le              | /əl/           | uncle  |
| <b>58</b>     | -ed             | /d/            | filled   |
| <b>59</b>     | -ed             | /t/            | fixed  |
| <b>60</b>     | -ed             | /id/           | melted   |
|               |                 |                |  |
| <b>61</b>     | ea              | /ē/            | leap   |
| <b>62</b>     | ee              | /ē/            | seen   |
| <b>63</b>     | ey              | /ē/            | key  |
| <b>64</b>     | ie              | /ē/            | thief  |
|               |                 |                |  |
| <b>65</b>     | ow              | /ow/           | town   |
| <b>66</b>     | ou              | /ow/           | sound  |
| <b>67</b>     | ai              | /ā/            | rain   |
| <b>68</b>     | ay              | /ā/            | play   |
|               |                 |                |  |
| <b>69</b>     | oo              | /oo/           | soon   |
| <b>70</b>     | or              | /er/           | work   |
| <b>71</b>     | y               | /ī/            | dry  |
| <b>72</b>     | a               | /ō/            | wash   |
|               |                 |                |  |

**TABLE 1** *The Phonics Companion* Scope and Sequence (continued)

| Lesson    | Grapheme | Phoneme | Sample Lesson Word with Grapheme-Phoneme Correspondence |
|-----------|----------|---------|---|
| <b>73</b> | ow       | /ō/     | mow   |
| <b>74</b> | oa       | /ō/     | coat  |
| <b>75</b> | oe       | /ō/     | toe   |
| <b>76</b> | oo       | /ʊ/     | look  |
|           |          |         |   |
| <b>77</b> | i_e      | /ī/     | give  |
| <b>78</b> | aw       | /ɔ̄/    | draw  |
| <b>79</b> | au       | /ɔ̄/    | launch  |
| <b>80</b> | al       | /ɔ̄/    | walk  |
|           |          |         |   |
| <b>81</b> | y        | /ī/     | gym   |
| <b>82</b> | ch       | /k/     | school  |
| <b>83</b> | u        | /ʊ/     | put   |
| <b>84</b> | tt       | /d/     | letter  |
|           |          |         |   |
| <b>85</b> | oi       | /oi/    | coin  |
| <b>86</b> | oy       | /oi/    | boy   |
| <b>87</b> | ea       | /ě/     | head  |
| <b>88</b> | tch      | /ch/    | match   |
|           |          |         |   |
| <b>89</b> | igh      | /ī/     | night   |
| <b>90</b> | ie       | /ī/     | lie   |
| <b>91</b> | y_e      | /ī/     | type  |
| <b>92</b> | y        | /ē/     | body  |
|           |          |         |   |
| <b>93</b> | th       | /th/    | that  |
| <b>94</b> | ar       | /or/    | warm  |
| <b>95</b> | ew       | /oo/    | flew  |
| <b>96</b> | u_e      | /oo/    | tube  |
|           |          |         |   |

**TABLE 1** *The Phonics Companion* Scope and Sequence (continued)

| <b>Lesson</b> | <b>Grapheme</b> | <b>Phoneme</b> | <b>Sample Lesson Word with Grapheme-Phoneme Correspondence</b> |
|---------------|-----------------|----------------|--|
| <b>97</b>     | ou              | /oo/           | you  |
| <b>98</b>     | o               | /oo/           | into   |
| <b>99</b>     | ue              | /oo/           | true   |
| <b>100</b>    | ui              | /oo/           | fruit  |
|               |                 |                |  |
| <b>101</b>    | air             | /ā//r/         | hair   |
| <b>102</b>    | are             | /ā//r/         | care   |
| <b>103</b>    | ear             | /ē//r/         | hear   |
| <b>104</b>    | eer             | /ē//r/         | deer   |
|               |                 |                |  |
| <b>105</b>    | ire             | /ī//r/         | fire   |
| <b>106</b>    | ure             | /ū//r/         | cure   |
| <b>107</b>    | ore             | /or/           | more   |
| <b>108</b>    | t               | /ch/           | picture  |
|               |                 |                |  |
| <b>109</b>    | wr              | /r/            | write  |
| <b>110</b>    | gh              | /f/            | laugh  |
| <b>111</b>    | ph              | /f/            | phone  |
| <b>112</b>    | ou              | /ŭ/            | touch  |
|               |                 |                |  |
| <b>113</b>    | ci              | /sh/           | musician   |
| <b>114</b>    | s               | /zh/           | measure  |
| <b>115</b>    | ti              | /sh/           | motion   |
| <b>116</b>    | si              | /sh/           | tension  |
|               |                 |                |  |
| <b>117</b>    | ea_e            | /ē/            | leave  |
| <b>118</b>    | oo_e            | /oo/           | choose   |
| <b>119</b>    | ee_e            | /ē/            | geese  |
| <b>120</b>    | ar_e            | /ar/           | large  |
|               |                 |                |  |