

Phonics Continuum: Adapted from Wilson Foundations

Skill	Concept	Examples	Grade Level Introduced
Sound recognition for all consonants and short vowels	See the Letter/Sound Progression Chart for sequencing options		K
Blending and Reading a short vowel words with 3 sounds	Consonant-Vowel-Consonant	bed mat sip	K
Consonant Digraphs	Two letters that make one sound	wh, ch, sh, th, ck	K
Teach the spelling of /k/ at the end of one syllable, short vowel word	“ck” is used immediately after a short vowel in one syllable words	sick	1
Bonus letters	At the end of a one syllable word, if the word has one vowel that is short and is followed by an f, l, s, and sometimes z, double that consonant	puff hill mass buzz	1
Welded Sounds	/all/, /am/, /an/ Word families in which one or more of the sounds are altered slightly	ball, ram, tan	1
Base word with suffix –s	When the suffix –s is added to a word, it sometimes says /s/ as in the word hops or it sometimes says /z/ as in the word bugs. Suffix –s means more than one. Suffix –s can also mean that something is happening when added to an action word.	bats dogs runs sits	1
Welded sounds	/ang/, /ing/, /ong/, /ung/, /ank/, /ink/, /onk/	bang, ring, song, sung, bank, pink, honk	1
Consonant blends and digraph blends in words with up to 4 sounds	Consonant blends are two consonants that maintain their own sound Digraph blend is a digraph and consonant blended together	spot <u>lunch</u>	1

Phonics Continuum: Adapted from Wilson Foundations

Introduce r-controlled vowels for <u>reading only</u>	ar, or, er, ir, ur	car	1
Introduce the term and concept of “closed syllable”	Closed syllable is one vowel followed by one or more consonant. The vowel sound is short.	clip ask rash	1
Introduce vowel teams <u>for reading only</u> .	ai, ay, ee, ea, ey oi, oy	wait beak toy	1
Reading and spelling short vowel words with up to 5 sounds Introduce three letter blends	Some words have a blend before and/or after a vowel. Some five sound words have a three letter blend.	blimp skunk strap	1
Suffixes –ed and –ing added to unchanging base words	-ing is added to an action word signaling that the action is happening now -ed is added to an action word signaling that the action has already happened At this point in instruction, use only closed syllable words that do not change when the suffix is added.	dashing jumped slashing, blended NOT: dripping or dripped	1
Continue introducing vowel teams <u>for reading only</u> .	oa, oe, ow, ou, oo, ue, ew, au, aw	soak, toe, chow	1
Introduce vowel consonant-e (silent e) syllable type “U” makes two distinct long vowel sound	Vowel Consonant –e syllable type is any syllable where there is one vowel followed by one consonant sound and –e, the first vowel will be long. First introduction of long vowel sounds. “U” makes two distinct long vowel sounds	rate ripe stove ape mule rule	1
Reading and spelling of multisyllabic words with closed and vowel-consonant e syllable types	Begin with two syllable words and include words that have two closed syllables, two VCe syllables or a mix of the two.	disrupt reptile picnic catnip cupcake	1
Introduce the suffix –	The suffix –es is added to a	boxes,	1

Phonics Continuum: Adapted from Wilson Foundations

es	base word that ends in s, x, z, ch, sh	lunches dresses, rashes	
Continue teaching the spelling of the /k/ sound.	<p>“c” is used at the beginning of most words</p> <p>“k” is used at the beginning of words if the next letter is “e” or “l”</p> <p>“k” is used at the end of the word following a consonant</p>	cut, can, cop kit, ken lark, milk	2
Continue teaching welded sounds	/ild/, /ind/, /old/, /olt/, /ost/	wild, colt, post	2
Teach the concept of the suffix –ed making additional sounds	<p>-ed can make the /d/ sound</p> <p>-ed can make the /id/ sound</p> <p>-ed can make the /t/ sound</p>	spilled hunted blinked	2
Suffixes –er and –est	<p>If you are comparing two items, use –er</p> <p>If you are comparing three or more items –est</p> <p>-er can also be used to delineate a person who does something</p>	safer funniest baker	2
Categorize suffixes as either vowel suffixes	<p>Vowel suffixes begin with a vowel</p> <p>Consonant suffixes begin with a consonant</p>	<p>-er, -es, -ed, -ing, -est</p> <p>-s</p>	2
The spelling of “ic” at the end of multisyllabic words	One syllable words that end in /ik/ are spelled “ick” but words with more than one syllable that end in /ik/ end in “ic”	sick picnic	2
Introduce suffixes: -ful, -ment, -ness, -less, -able, -en, -ish	<p>-ful: full of</p> <p>-ment: action, result</p> <p>-ness: state or quality</p> <p>-less: without</p> <p>-able: able to be</p> <p>-en: makes the word a verb</p> <p>-ish: relating to, characteristic</p>	helpful shipment kindness restless expandable quicken childish	2

Phonics Continuum: Adapted from Wilson Foundations

Introduce prefixes: mis-, un-, non-, dis-, trans-	mis-: wrong, bad un-: not non-not dis-: not trans-: across	misspell unkind nonstop disinfect transform	2
VCe exception “ive” is pronounced short “i” sound	Teach students that the “e” is added because words in the English language never end with the letter “v”.	give, live	2
Suffix –ive	Sometimes part of a word and sometimes a suffix. As a suffix, it is used to make words that describe something or someone.	inventive	2
Open syllable type	Any syllable ending in one vowel is considered open and is pronounced with a long vowel sound.	go, she, flu	2
Open syllable type: Multisyllabic words	Begin combining closed, VCe, and open syllables in multisyllabic words	humid remote	2
Introduce “y” as a vowel in open syllable words	At the end of one syllable words, it makes the long “i” sound At the end of multisyllabic words, it makes the long “e” sound	fly baby	2
Introduce suffixes –y, -ly, -ty	-y is added to the end of a word to describe someone or something. It will make the long e sound. -ly: in what manner -ty: state, condition, or quality	lumpy badly honesty	2
Introduce the r- controlled syllable type	Previously, students learned to read r- controlled vowel sounds. Students need to learn how to read and spell syllables that are r- controlled The vowel is neither long or short but controlled by the “r” “ar” and “or” have distinct sounds	car short fern fir hurt orbit	2

Phonics Continuum: Adapted from Wilson Foundations

	<p>“er”, “ir”, and “ur” each have the / ər/ sound. At the end of a multisyllabic word, the / ər/ sound is spelled with “er” only.</p> <p>Combining closed, VCe, open, and r-controlled syllables</p>	garlic remark	
Introduce vowel teams syllable type	<p>Vowel teams are categorized as either vowel digraphs or diphthongs.</p> <p>Vowel digraphs: two vowels that represent one sound</p> <p>Diphthongs: a sound that begins with one vowel sound and glides into another</p> <p>Do NOT tell students the rule of “when two vowels go walking, the first one does the talking.” This only works 1/3 of the time.</p>	<p>ea: beak, break ee: week etc.</p> <p>oi: boil oy: toy ow: how ou: round</p>	2
Introduce ai and ay	Long a sound	ray, pain	2
Introduce ee, ea, ey	<p>Long e sound</p> <p>“ey” can only be at the end of a word</p>	<p>leak, week, key</p> <p>hockey</p>	2
Introduce oi and oy	/oi/	toy, boil	2
Introduce oa, oe, ow	Long o sound	boat, toe, crow	2
Introduce ou and ow	/ou/	loud, brow	2
Introduce oo, ou, ue, and ew	<p>“ue” can make two different sounds as in blue and recue</p> <p>“oo” can make the /oo/ as in school</p> <p>“oo” can make the /oo/ as in book</p>	spoon, soup, drew, argue	2
Introduce au and aw	These make the /ò/ as in August and saw	claw hawk	2

Phonics Continuum: Adapted from Wilson Foundations

Introduce the consonant –le syllable type	Only in multisyllabic words Never in the first syllable **The vowel sound is schwa however this sound has not yet been introduced	capable, sensible	2
---	---	----------------------	---