

# Suggested Phonics Teaching Order

## From the Reading Teacher's Book of Lists

Some phonics are easier to learn than others! It's best to begin with the easiest ones and move to the more complex. Here is a suggested teaching order, which is based on reading research. It's simplified and combines consonants and vowels so it will be more useful for tutors.

### 1. EASY CONSONANTS (Easy consonants are easily contrasted with other sounds.)

Letter (s)	Sound (s) Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	Example
t	/t/	tap
n	/n/	nap
r	/r/	rat
m	/m/	mat
d	/d/	dog
s	/s/	sat
l	/l/	lap
c	/k/	cat
p	/p/	pat
b	/b/	bat
f	/f/	fat
v	/v/	vet

### 2. SHORT VOWELS

Letter (s)	Sound (s) Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	Example
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a	/ă/	cat
e	/ĕ/	let
i	/ĭ/	hit
o	/ō/	hot
u	/ŭ/	cut

3. LONG VOWEL—FINAL E RULE (The final “e” rule is that often the letter “e” on the end of the word makes the preceding vowel long.)

Letter (s)	Sound (s) Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	Example
a_e	/ā/	make
e_e	/ē/	these
i_e	/ī/	nine
o_e	/ō/	bone
u_e	/ū/	use

4. LONG VOWELS-OPEN SYLLABLE (The open syllable rule is that when a syllable ends with a vowel, the vowel usually “says its name.”)

Letter (s)	Sound (s) Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	Example
a	/ā/	bas <u>a</u> ic
e	/ē/	me
i	/ī/	tig <u>i</u> er
o	/ō/	g <u>o</u>
u	/ū/	cu <u>u</u> bic

## 5. OTHER SINGLE CONSONANTS

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
g	/g/	get
h	/h/	hot
k	/k/	kit
w	/w/	wet
j	/j/	jet
x	/ks/	box
qu	/kw/	quit
z	/z/	zip
y	/y/	yes

6. INITIAL CONSONANT DIGRAPHS ( A consonant digraph is two consonants that come together and make one sound. Initial consonant digraphs are digraphs that are at the start of a word.)

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
th	/th/(tongue between front teeth)	thin
th	/th/(tongue behind front teeth)	these
ch	/ch/	chin
sh	/sh/	ship
wh	/hw/	when

7. “Y” VOWELS (Sometimes Y is used as a vowel.)

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
y	/ī/	my
y	/ē/	funny

**8. CONSONANT SECONDARY SOUNDS** (The primary sounds for these consonants appear in earlier tables.)

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
c	/s/	city
s	/z/	his
g	/j/	gym
x	/gs/	exam

**9. CONSONANTS “Q” AND “X”**

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
qu	/kw/	queen
x	/ks/	box

**10. LONG VOWEL DIGRAPHS** (A vowel digraph is two vowels that come together and make one sound. In this case, the digraph makes a *long* vowel sound.)

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
ea	/ē/	meat
ee	/ē/	feet
ai	/ā/	pain

ay	/ā/	day
oa	/ō/	boat
ow	/ō/	tow

**11. INITIAL CONSONANT BLENDS** (Consonant blends are two or three single consonants that work together to create specific sounds. Each consonant within the blend can be heard. Initial consonant blends come at the start of a word.)

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
pr	/pr/	prize
tr	/tr/	trip
gr	/gr/	greet
br	/br/	Brad
cr	/cr/	crib
dr	/dr/	drive
fr	/fr/	free
st	/st/	step
sp	/sp/	spin
sk	/sk/	skip
sc	/sc/	scan
sw	/sw/	swim
sm	/sm/	smell
sn	/sn/	snap
pl	/pl/	play
cl	/cl/	clip
Initial Consonant Blends, Cont.		
bl	/bl/	blip

fl	/fl/	flip
sl	/sl/	slap
gl	/gl/	glow
tw	/tw/	twin
str	/str/	street

12. **FINAL CONSONANT BLENDS** (Consonant blends are two or three single consonants that work together to create specific sounds. Each consonant within the blend can be heard. Final consonant blends come at the end of a word. An easy way to teach them is as rhyming words, for example: think, pink, sink.)

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
ld	/ld/	cold
lf	/lf/	elf
sk	/sk/	ask
st	/st/	pest
nk	/nk/	ink
nt	/nt/	ant
mb	/mb/	lamb
mp	/mp/	camp
ng	/ng/	sing

13. **“R” VOWELS** When a vowel is followed by an “R”, it often makes a special sound. These are called **R-controlled vowels**, or R-colored vowels. One way that makes it easy to remember is to tell the student that the R likes to be in control of the sound.

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
ar	(broad “a”) /ār/	far
er	(short “u” plus “r”) /ûr/	her
ir	(short “u” plus “r”) /ûr/	fir

or	(broad “o”) /ôr /	for
ur	(short “u” plus “r”) /ûr/	fur
“R” Vowels, cont.		
are	(air sound) /âr/	bare
air	(air sound) /âr/	fair
ear	(long “e”) /ēr/	tear
eer	(long “e”) /ēr/	beer

#### 14. BROAD “O” VOWELS

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
aw	/aw/	awful
au	/aw/	auto
al	/aw/	also
o	/aw/	off

15. OTHER VOWELS—DIPHTHONGS ( A diphthong is a sound that begins with one vowel and gradually changes to another within the same syllable. The process of moving from one vowel sound to the another is called *gliding*, so another name for *diphthong* is *gliding vowel*.)

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <i>tug</i> , not as the word <i>tee</i> .	<b>Example</b>
ow	/ou/	owl
ou	/ou/	out
oi	/oi/	boil
oy	/oi/	boy

#### 16. DOUBLE “O” VOWELS

<b>Letter (s)</b>	<b>Sound (s)</b> Read the letters	<b>Example</b>
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	between the slashes as sounds. For example, /t/ is read as the first sound in <b>tug</b> , not as the word <b>tee</b> .	
oo	/ōō/	pool
oo	/oo/	foot
u	/ōō/	truth
u	/oo/	push

17. SCHWA IN UNACCENTED SYLLABLES (The **schwa** is the vowel sound in many lightly pronounced unaccented syllables in words with more than one syllable. It is sometimes signified by the pronunciation "uh.")

Letter (s)	Sound (s) Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <b>tug</b> , not as the word <b>tee</b> .	Examples
a	/ə/	ābout, ālone
e	/ə/	lētter, momēt
i	/ə/	holīday, pencīl
o	/ə/	ōnion, harmōny
u	/ə/	circūs, mediūm

18. OTHER SPELLINGS/SILENT LETTERS

Letter (s)	Sound (s) Read the letters between the slashes as sounds. For example, /t/ is read as the first sound in <b>tug</b> , not as the word <b>tee</b> .	Example
gn	/n/	gnat
ph	/f/	phone
kn	/n/	know
wr	/r/	write

19. OTHER VOWEL SPELLINGS

Letter (s)	Sound (s) Read the letters	Example
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	between the slashes as sounds. For example, /t/ is read as the first sound in <b><i>tug</i></b> , not as the word <b><i>tee</i></b> .	
ough	/aw/	ought
ea	/ea/	head
igh	/ī/	sight

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