



University of Florida Literacy Institute

Suggested Scope & Sequence for Teaching Phoneme-Grapheme Correspondences

- Group 1: a, m, s, f, i, p, t, n, d, nasalized a, CVC patterns
- Group 2: c (cat), o, sh, k, u, b, g (go), e, CCVC and CVCC patterns
- Group 3: h, v, th, ch, ck, r, l, j, z, w/wh, y (consonant), s /z/ (is), silent e, CVCe patterns, ff, ll, ss, zz
- Group 4: ar, or, er, ai, ay, ee, ea (read), Vr and CVVC patterns
- Group 5: ir, ur, oa, ow (tow), y as a vowel (cry, baby), closed & open syllables, multisyllable words
- Group 6: ou (out), ow (cow), oi, oy, oo, ie, x, qu, ph, ə, unaccented syllables, final stable syllables
- Group 7: ea (bread), ea (steak), oe, c before i/e/y (city), g before i/e/y (gem)
- Group 8: ng, igh, ew, au, aw, ar and or as /er/ (dollar, worm)
- Group 9: ue, y (gym), ou, eu
- Group 10: ei, eigh, ey, ar (beggar), or (doctor), wa (want), u (push, pull), ou (country)
- Group 11: wr, kn, gn, mb, gh, stle, ps, pn
- Group 12: alk, ough, augh, ch (Christmas), ch (Chicago), ture, ti, si, ci