

Possible Sequence for Teaching Phonetic Elements

This sequence is not a definitive order, as teachers do not teach them exactly in this order. It represents a progression from simple to more complex sounds that are usually taught from Grade 1 to Grade 6.

Note: When introducing any sounds (after consonant sounds), students should be involved in making words or writing them before they read lists of words.

- Consonants – beginning and ending position
- Short Vowels; a – *cat*, e – *pet*, i – *big*, o – *hot*, u – *bug*
- Initial consonant two letter blends – br, bl, cr, dr, fl etc.
- Consonant digraphs – sh, ch, th, qu, ck, wh
- Word families with oo – *too* and *look*, words with ow- *snow* and *now*, all – *ball*
- Adding endings *ing* and *ed* to words.
- Final consonant blends – ng, st, ft, sk etc.
- Initial consonant three letter blends- spl, str, spr etc.
- Long vowels – silent e – a_e, e_e, i_e, o_e, u_e
- Long vowels combinations – ai, ay, ee, ea, ie, igh, oa, oe, ow, ue, ui, long oo - *too*, ew- *new*
- Words with igh – *night*, *sigh*
- Words ending with y – *try*, *happy*
- Long and short ea – *treat*, *bread*
- Compound words – *snowman*, *football*
- Contractions
- Words ending in er - *letter*, and le – *middle*
- Word families with all, ind, ild, old, ost, ove
- Adding endings – when the final consonant is doubled – *bragging*
- when the silent e is dropped to add the ending - *chasing*.
- R- Controlled vowels – ar, or, ore, our, air, are, arr, er, ir, ur, arr, err etc.
- Diphthongs – ou, ow, oo, oi, oy, au, aw, ew
- OUGH – represents 5 sounds – enough, though, through, thought, bough
- Words with ture combination: *picture*, *nature*
- Hard and soft c and g
- Silent letters
- Combinations that represent ‘sh’ – **tion** – *potion*, **ci** – *special*, **ti** – *essential*, **xi** – *obnoxious*, **si**- *mission*
- ious – furious, mysterious
- ie and ei words