

KINDERGARTEN PHONICS

Scope & Sequence

Program Level: Kindergarten

Curriculum Area: Phonics & Early Literacy

Curriculum Components: Teacher Guide + Accompanying Student Book

Primary Focus: Alphabet Knowledge • Letter–Sound Correspondence • Beginning & Ending Sounds • Short Vowels • Sound Blending • Word Reading • Rhyming • Word Families • Vocabulary • Oral Language • Letter & Word Writing • Early Comprehension

EXECUTIVE OVERVIEW

Program Description

Kindergarten Phonics develops children's early reading and writing foundations by moving beyond basic alphabet recognition toward the **analysis, blending, reading, writing, and application of sounds within words**.

Children continue to recognize uppercase and lowercase letters, produce letter sounds, connect letters with familiar vocabulary, and form letters correctly. Kindergarten instruction then extends this knowledge into **beginning consonant sounds, ending consonant sounds, middle short-vowel sounds, rhyming words, blending sounds to read words, word families, vocabulary, sentence construction, story listening, sequencing, and early comprehension**.

The central literacy progression is:

Hear → Identify → Discriminate → Connect → Blend → Read → Write → Use → Understand

The curriculum therefore moves children from knowing individual letters and sounds toward understanding how sounds work **within words**.

Kindergarten Advancement

Compared with the earlier phonics level, Kindergarten increasingly asks children to:

- identify sounds at different positions within words;
- distinguish beginning, middle, and ending sounds;

- recognize all five short vowels in words;
- blend letter sounds to read simple words;
- identify and generate rhyming words;
- recognize common word-family patterns;
- complete words with missing letters;
- write letters and familiar words;
- use vocabulary in simple sentences;
- read familiar words during structured activities; and
- listen to stories, answer questions, sequence events, and predict what may happen next.

Core Literacy Connections

Letter Shape ↔ Letter Name ↔ Letter Sound

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Beginning Sound ↔ Middle Vowel Sound ↔ Ending Sound

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Sounds ↔ Blended Word ↔ Meaning

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Word ↔ Sentence ↔ Story

Kindergarten Phonics therefore serves as the bridge between **alphabet knowledge** and **early conventional reading and writing**.

SCOPE AT A GLANCE

Strand	Curriculum Scope	Developmental Purpose
Alphabet Knowledge	Uppercase/lowercase letters and alphabet recognition	Consolidate rapid recognition of letters
Letter–Sound Correspondence	Letter sounds across the alphabet	Connect written symbols with spoken sounds
Beginning Sounds	Identifying and classifying initial sounds	Develop initial phoneme awareness

Ending Sounds	Identifying final consonant sounds	Extend sound analysis across the word
Short Vowels	a, e, i, o, u in beginning and middle positions	Build the vowel knowledge needed for simple word reading
Sound Blending & Word Reading	Blending letter sounds in simple words	Move from isolated sounds toward reading words
Rhyming & Word Families	Rhyming pairs and common word patterns	Recognize recurring sound structures
Vocabulary & Oral Language	Thematic vocabulary, description, discussion and sentence use	Build language and meaning alongside phonics
Letter & Word Writing	Letter formation, missing letters, copying and writing familiar words	Connect phonics with written representation
Sentence Development	Using target vocabulary in simple sentences	Apply words in meaningful language
Listening & Comprehension	Stories, questions, sequencing and prediction	Connect decoding foundations with meaning
Multisensory Literacy	Movement, music, art, sensory work, dramatic play and STEAM	Reinforce literacy through active learning

DEVELOPMENTAL PROGRESSION

From Nursery Phonics to Kindergarten Phonics

Nursery Phonics

Recognize uppercase and lowercase letters

Say a target letter sound

Identify familiar beginning sounds

Match uppercase and lowercase letters

Associate pictures with beginning sounds

Trace and form letters

Kindergarten Phonics

Consolidate and apply letter recognition

Identify sounds within words

Discriminate beginning, middle and ending sounds

Use letters to complete and construct words

Classify and read words according to sound

Write letters and familiar words

Build vocabulary around letters

Use vocabulary in meaningful sentences

Participate in alphabet review

Apply alphabet knowledge during word reading

Hear sound relationships

Identify and generate rhyming relationships

Develop alphabet awareness

Develop early decoding and word-pattern awareness

Developmental Shift

NURSERY

Letter → Sound → Picture → Vocabulary

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KINDERGARTEN

Letter → Sound Position → Blend → Word → Sentence → Meaning

CURRICULUM DESIGN

Kindergarten Phonics follows a recurring literacy pathway:

Hear → See → Say → Identify → Discriminate → Blend → Read → Write → Apply → Review

Children repeatedly move among:

Spoken Sound ↔ Printed Letter ↔ Picture ↔ Spoken Word ↔ Printed Word ↔ Meaning

This allows phonics to develop as part of meaningful language rather than as isolated letter memorization.

INSTRUCTIONAL APPROACH

Kindergarten Phonics is:

Systematic • Multisensory • Language-Rich • Cumulative • Active • Play-Based • Application-Oriented

Instruction regularly incorporates:

- teacher modeling;
- letter and picture cards;
- sound discrimination;
- stories;
- songs and chants;
- vocabulary;
- oral sentence construction;
- tracing and handwriting;
- sound sorting;
- rhyming;
- movement;
- games;
- puzzles;
- sensory writing;
- art and construction;
- dramatic play;
- science and STEAM connections;
- Student Book practice; and
- cumulative review.

TEACHER GUIDE + STUDENT BOOK

Teacher Guide

The Teacher Guide provides the oral, auditory and experiential foundation through:

- explicit introduction of target letters and sounds;
- teacher modeling;
- vocabulary discussion;
- stories and comprehension questions;
- beginning-, middle-, and ending-sound activities;
- oral blending;
- rhyming;
- sentence construction;
- songs and movement;
- games and sound hunts;
- multisensory letter formation;
- art and creative activities;
- science and STEAM connections; and

- suggested learning centers.

Student Book

The accompanying Student Book provides opportunities to:

- identify letters;
- match uppercase and lowercase forms;
- discriminate sounds;
- identify beginning sounds;
- identify middle vowel sounds;
- identify ending sounds;
- trace and write letters;
- blend sounds;
- read familiar words;
- complete words;
- match words and pictures;
- identify rhymes;
- work with word families;
- write familiar words; and
- respond to visual and language-based activities.

Intended Learning Cycle

Teacher Modeling → Oral/Auditory Practice → Multisensory Exploration → Guided Word Work → Student-Book Application → Reading/Writing Practice → Cumulative Review

DETAILED SCOPE & SEQUENCE

STRAND 1 — ALPHABET KNOWLEDGE

Scope

Children consolidate knowledge of uppercase and lowercase letters across the alphabet.

They learn to:

- identify letters;
- name letters;
- distinguish uppercase and lowercase forms;
- match partner letters;

- locate letters within visual displays;
- recognize letters during games and classroom searches;
- reproduce letters using different materials; and
- retrieve previously taught letters during cumulative review.

The alphabet sequence extends through **Zz**, with later lessons continuing to reinforce letter recognition and application.

Progression

Recognize → Name → Match → Retrieve → Write → Apply in Words

STRAND 2 — LETTER–SOUND CORRESPONDENCE

Children connect written letters with their corresponding sounds.

For individual letters, instruction commonly includes:

See the Letter → Say the Sound → Hear the Sound in a Word → Identify Matching Words → Write the Letter → Apply the Sound

Children encounter letter sounds through:

- vocabulary;
- pictures;
- stories;
- classroom objects;
- songs;
- sound boxes;
- sorting;
- games;
- movement; and
- Student Book activities.

The goal increasingly shifts from simply producing a sound to using the sound to analyze and read words.

STRAND 3 — BEGINNING-SOUND AWARENESS

Beginning-sound work develops throughout the program.

Children learn to:

- listen for the first sound in a word;
- identify the corresponding letter;
- select pictures with a target beginning sound;
- sort pictures or objects by beginning sound;
- distinguish words that begin with different sounds;
- identify missing beginning letters;
- find classroom objects with specified sounds; and
- use beginning-sound vocabulary in sentences.

Later cumulative instruction includes a dedicated **Beginning Consonant Sounds** lesson, reinforcing the application of consonant knowledge beyond individual letter lessons.

Progression

Hear → Identify → Match → Sort → Classify → Supply Missing Sound → Read/Use Word

STRAND 4 — ENDING-SOUND AWARENESS

Kindergarten explicitly extends phonemic attention to the **final position** of words.

A dedicated Ending Consonants lesson works with:

b • t • g • n • p • m • r • d

Children learn to:

- listen for final sounds;
- identify the ending consonant;
- sort objects according to ending sound;
- supply a missing final letter;
- compare words with the same or different ending sounds;
- write ending consonants; and
- read familiar words according to their final sound.

Example word groups include:

-**p**: cap, tip, map, sip, nap
-**t**: pet, bat, cat, nut, net
-**g**: dog, leg, bag, rug
-**b**: cub, bib, tub, lab
-**n**: man, sun, pin, fan
-**m**: sum, gum, ham
-**d**: bed, sad, mud, lid

Progression

Hear Final Sound → Identify → Match → Sort → Complete Missing Ending → Read Word

STRAND 5 — SHORT-VOWEL KNOWLEDGE

Short-vowel instruction is a major developmental advance within Kindergarten Phonics.

Children work with:

short a • short i • short o • short u • short e

Instruction connects each vowel with:

- beginning vowel sounds;
- middle vowel sounds;
- pictures;
- familiar vocabulary;
- simple words;
- sound discrimination;
- blending;
- reading; and
- writing.

For example, short **a** instruction includes words such as *rat*, *map*, and *bat*, while short **i** includes words such as *bib*, *pin*, and *bin*.

Short **e** instruction includes middle-vowel words such as *hen*, *red*, *pen*, *bed*, *net*, and *men*.

Vowel Progression

Hear Vowel → Identify Vowel → Locate Vowel in Word → Distinguish Vowels → Blend Word → Read Word → Write Word

STRAND 6 — SHORT-VOWEL DISCRIMINATION & REVIEW

Children are not only introduced to vowels individually; they are asked to distinguish among previously taught vowel sounds.

A dedicated review of **short a** and **short i**, for example, asks children to:

- read words containing the vowels;
- distinguish middle sounds;
- complete word puzzles;
- match pictures with vowel sounds; and
- work with words such as *cat*, *pig*, *bat*, *pin*, *map*, *sit*, *fan*, *lip*, and *bag*.

This cumulative structure develops the ability to choose the correct vowel according to the sound heard within a word.

Progression

Learn One Vowel → Practice in Words → Contrast Two or More Vowels → Read → Classify → Retrieve

STRAND 7 — SOUND BLENDING & EARLY WORD READING

Kindergarten Phonics begins moving children from individual phonemes toward complete words.

Children are directed to:

- run their fingers across letters;
- produce individual sounds;
- smoothly blend the sounds together;
- read the resulting word;
- connect the word with a picture or meaning; and
- write the word.

For example, short-vowel instruction explicitly asks children to blend sounds when reading words such as those containing short **a**, **i**, **o**, and **u**.

Core Decoding Pathway

Letter Sounds → Sound Sequence → Blend → Spoken Word → Printed Word → Meaning

This represents one of the most significant developmental differences between Nursery and Kindergarten Phonics.

STRAND 8 — RHYMING & PHONOLOGICAL AWARENESS

Children explore rhyme as a relationship between words with similar ending sounds.

They learn to:

- listen for rhyme;
- identify words that rhyme;
- match rhyming pairs;
- explain the shared ending sound;
- generate additional rhyming words;
- search for rhymes;
- read rhyming words; and
- connect rhyming patterns with word families.

Early rhyme instruction includes pairs such as:

Later instruction revisits rhyming through **Rhyming Pairs**, where children read and match pairs such as *fan–can*, *bin–tin*, *dot–got*, *hen–men*, and *bug–rug*.

Progression

Hear Rhyme → Identify Pair → Match → Read → Generate Rhyme → Recognize Shared Pattern

STRAND 9 — WORD FAMILIES

The later curriculum explicitly connects rhyming patterns with **word families**.

A dedicated lesson develops the:

-an family

man • pan • Dan • can • fan • van • ran • tan

and

-at family

bat • cat • fat • hat • mat • pat • rat • sat • vat

Children:

- read word-family words;
- sort words according to family;
- identify common endings;
- complete missing letters;
- connect pictures with words;
- write words;
- generate another word with the same ending sound; and
- use familiar words in simple sentences.

Word-Family Progression

Hear Shared Ending → Recognize Pattern → Change Beginning Sound → Blend → Read New Word → Write → Use in Sentence

STRAND 10 — LETTER & WORD WRITING

Writing develops alongside phonics rather than as a separate skill.

Children practice:

- uppercase formation;
- lowercase formation;
- tracing;
- printing letters on lines;
- sensory letter writing;
- completing missing letters;
- copying familiar vocabulary;
- writing short-vowel words;
- writing word-family words; and
- reproducing words connected with pictures.

Developmental Progression

Trace → Copy → Form Letter → Complete Word → Copy Word → Write Familiar Word

Fine-motor activities such as playdough, sand trays, cutting, pasting, painting and construction reinforce the physical foundations for writing.

STRAND 11 — VOCABULARY DEVELOPMENT

Every letter is embedded within meaningful vocabulary rather than taught in isolation.

For example:

Aa: apple, ant, alligator, ambulance, astronaut

Bb: bag, ball, bat, bell, banana, butterfly, balloon

Tt: tiger, tub, turtle, truck, top, teapot

Nn: nest, newspaper, nine, net, nail

Pp: puppy, panda, pants, pencil, pillow, pin, pen, pie

Children are encouraged to:

- name pictures;
- discuss meanings;
- describe characteristics;
- connect words with real objects;
- categorize vocabulary;
- use words orally;
- and incorporate words into simple sentences.

Vocabulary therefore supports both **phonics and oral-language development**.

STRAND 12 — SENTENCE DEVELOPMENT

Children increasingly move from isolated words to meaningful sentences.

Teachers guide children to:

- use target vocabulary in sentences;
- describe pictures;
- answer questions in complete sentences;
- construct simple sentences collaboratively;
- read sentences together with the teacher; and
- discuss personal experiences using lesson vocabulary.

For example, lessons model sentences such as:

“I can hit a ball.”

“A bird lays eggs in a nest.”

“The dog is barking.”

Sentence work helps connect:

Sound → Word → Meaning → Sentence

STRAND 13 — LISTENING COMPREHENSION & STORY LANGUAGE

Stories are regularly used to provide meaningful contexts for target sounds and vocabulary.

Children are asked to:

- listen attentively;
- identify characters;
- recall events;
- answer literal questions;
- discuss story situations;
- use new vocabulary;
- relate experiences to the story; and
- discuss social or informational themes.

Letter lessons therefore combine phonics with listening comprehension rather than treating sound instruction as an isolated drill.

STRAND 14 — SEQUENCING, PREDICTION & STORY SENSE

Later literacy experiences extend comprehension into reasoning about sequence and events.

Children work with:

- what belongs together;
- what comes before;
- what comes after;
- arranging story events;
- predicting what is likely to happen next; and

- interpreting visual situations.

The guide includes a dedicated lesson on **What Belongs; What Comes Before and After; Story Order; Story Sense**, asking children to group related things, determine sequence, arrange story events and predict likely outcomes.

Comprehension Progression

Observe → Identify → Recall → Sequence → Predict → Explain

STRAND 15 — AUDITORY & VISUAL DISCRIMINATION

Children strengthen the ability to notice differences and similarities among:

- uppercase and lowercase letters;
- letter shapes;
- beginning sounds;
- middle vowel sounds;
- ending sounds;
- rhyming endings;
- pictures;
- printed words; and
- missing letters.

Activities include:

- picture sorts;
- sound boxes;
- letter hunts;
- memory games;
- matching;
- puzzles;
- missing-letter tasks;
- word sorting;
- sound comparisons; and
- sensory writing.

These discrimination skills support increasingly accurate phonics application.

STRAND 16 — CUMULATIVE REVIEW & RETRIEVAL

The curriculum repeatedly returns to previously introduced sounds.

Review lessons include:

- uppercase/lowercase recognition;
- consonant review;
- beginning sounds;
- ending sounds;
- short-vowel contrasts;
- handwriting;
- vocabulary;
- sentence construction;
- rhyming;
- and word-family application.

For example, one early review consolidates **Bb, Cc, Tt, Nn, Pp**, requiring children to write letters, classify beginning sounds, identify ending sounds, construct sentences, and participate in multisensory writing activities.

Another review consolidates **Dd, Ff, Gg, Hh, Rr, Mm**.

The sequence therefore follows:

Introduce → Practice → Contrast → Retrieve → Apply → Review

CUMULATIVE PHONICS PROGRESSION

Stage 1 — Letter–Sound Foundations

Letter Recognition → Uppercase/Lowercase → Letter Sound → Beginning-Sound Vocabulary

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Stage 2 — Early Word Analysis

Beginning Sound → Middle Short Vowel → Ending Sound

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Stage 3 — Sound Blending

Individual Sounds → Smooth Blending → Simple Word Reading

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Stage 4 — Sound Relationships

Rhyming → Shared Endings → Sound Families

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Stage 5 — Word Families

Shared Pattern → Change Beginning Letter → Blend → Read → Write

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Stage 6 — Language Application

Word → Vocabulary Meaning → Sentence → Story Context

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Stage 7 — Comprehension & Reasoning

Listen → Recall → Sequence → Predict → Explain

CROSS-DEVELOPMENTAL INTEGRATION

Developmental Area	Phonics Connections
Language Arts	Letter sounds, word reading, vocabulary, sentences, rhyming and comprehension
Cognitive Development	Sound discrimination, matching, classification, sequencing and prediction
Fine-Motor Development	Tracing, handwriting, cutting, gluing, manipulating and constructing
Gross-Motor Development	Letter walks, races, action songs, movement games and sound activities

Creative Arts	Letter crafts, painting, collage, masks and thematic artwork
Music & Movement	Songs, chants, rhythm, rhyme and sound-action associations
STEAM	Experiments, animals, plants, weather, materials and real-world investigations
Sensory Development	Sand writing, playdough, textures, food experiences and tactile letters
Social-Emotional Development	Stories, cooperation, sharing, feelings, role play and discussion
Oral Communication	Description, questioning, retelling, vocabulary use and sentence construction

TEACHING & LEARNING ENVIRONMENT

Writing Center

Letter formation, sensory writing, tracing, word copying and missing-letter activities.

Phonics & Word Center

Letter cards, picture cards, sound sorting, beginning/ending sounds, vowel activities and word-family games.

Library & Listening Center

Alphabet books, stories, nursery rhymes, poems and listening activities.

Manipulative Center

Magnetic letters, letter puzzles, matching games and word-building materials.

Art Center

Letter collages, thematic crafts, painting and vocabulary-related creative work.

Movement & Music Center

Action songs, letter paths, sound games, rhyming movement and gross-motor activities.

Sensory Center

Sand trays, playdough, textured letters and sound-related sensory experiences.

Dramatic Play

Thematic environments connected with vocabulary, stories and oral-language development.

OBSERVABLE EVIDENCE OF LEARNING

Teachers can observe whether children increasingly:

- identify uppercase and lowercase letters;
- produce taught letter sounds;
- match letters with corresponding sounds;
- identify words by beginning sound;
- distinguish beginning sounds;
- identify selected ending consonant sounds;
- identify middle short-vowel sounds;
- distinguish among taught short vowels;
- blend sounds in simple words;
- read familiar decodable words used in lessons;
- identify words that rhyme;
- generate familiar rhyming words;
- recognize common word-family patterns;
- complete words with missing letters;
- form uppercase and lowercase letters;
- write familiar short words;
- use vocabulary in simple sentences;
- answer questions about stories;
- arrange events in sequence;
- predict what may happen next; and
- explain simple sound and word relationships.

These behaviors provide observable evidence of developing phonics and early-literacy understanding rather than functioning as rigid pass/fail criteria.

END-OF-BOOK LEARNING PROFILE

By completion of Kindergarten Phonics, children have been provided with opportunities to develop the following foundations.

Alphabet Knowledge

Recognize and form uppercase and lowercase letters across the alphabet.

Letter–Sound Knowledge

Connect letters with taught sounds and apply those connections to familiar words.

Beginning Sounds

Identify and classify words according to initial sounds.

Middle Vowel Sounds

Identify taught short-vowel sounds within simple words.

Ending Sounds

Identify selected final consonant sounds and complete familiar words with missing endings.

Sound Blending

Blend letter sounds to read simple words within taught activities.

Rhyming

Recognize, match and generate familiar rhyming words.

Word Families

Recognize shared word endings and read/write familiar words within explicitly taught word families.

Early Writing

Trace, form and write letters and familiar words.

Vocabulary

Understand and use a broad range of thematic vocabulary introduced through letter lessons.

Sentence Development

Use familiar vocabulary to construct and discuss simple sentences.

Listening Comprehension

Listen to stories and answer questions about characters, events and information.

Sequencing & Prediction

Organize simple events and identify what may come before, after or next.

Literacy Independence

Apply familiar phonics knowledge with increasing independence during matching, sorting, reading, writing and word-building activities.

CURRICULUM OUTCOME STATEMENT

Kindergarten Phonics develops children's understanding that **spoken words are composed of sounds and that written letters represent those sounds**.

Through explicit sound work, vocabulary, stories, songs, movement, games, handwriting, sensory exploration, word reading, rhyming, word families and Student Book practice, children increasingly connect:

what they hear → what they see → what they say → what they blend → what they read → what they write → what they understand

The curriculum progresses from alphabet and letter–sound knowledge toward the analysis of **beginning, middle and ending sounds**, the blending and reading of simple words, recognition of rhyming patterns and word families, and meaningful use of words within sentences and stories.

PROGRAM CONTINUITY

Kindergarten Phonics represents the culminating level of the early phonics sequence.

NURSERY PHONICS

Hear → Recognize → Name → Match → Say Sound → Form Letter

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PRESCHOOL PHONICS

Recognize → Discriminate → Connect → Form → Apply → Review

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KINDERGARTEN PHONICS

Analyze → Blend → Read → Write → Use → Sequence → Understand

Across the complete phonics series, children's literacy development therefore moves through:

Alphabet Knowledge → Letter–Sound Correspondence → Phonological Awareness → Sound Position → Short Vowels → Blending → Word Reading → Rhyming → Word Families → Early Writing → Sentence Language → Comprehension

The three-book phonics Scope & Sequence can ultimately show where each literacy skill is:

Introduced → Developed → Consolidated