

THE MASTERY SERIES

NURSERY PHONICS

Scope & Sequence

Early Childhood Curriculum | Nursery Level | Language Arts & Early Phonics

Curriculum Focus: Alphabet Knowledge • Letter-Sound Awareness • Beginning Sounds • Vocabulary • Oral Language • Letter Formation

Liberty Education

1. Executive Overview

Nursery Phonics is the foundational early literacy program within the Mastery Series. It introduces children to the alphabet through developmentally appropriate experiences involving letter recognition, sounds, vocabulary, oral language, movement, stories, songs, and hands-on activities.

The curriculum introduces uppercase and lowercase letters A–Z and develops children's ability to identify letter names, recognize target sounds, associate letters with familiar vocabulary, and begin forming and writing letters.

Instruction is supported by repeated exposure, cumulative review, teacher modeling, picture identification, guided discussion, fine-motor activities, and Student Book practice.

The program emphasizes early literacy readiness, establishing foundations that are developed further in Preschool Phonics and Kindergarten Phonics.

Program Goals

By participating in Nursery Phonics, children are given opportunities to:

- Recognize and name uppercase and lowercase letters.
- Associate individual letters with their target sounds.
- Identify familiar vocabulary beginning with target sounds.
- Match uppercase letters with their lowercase counterparts.
- Develop visual and auditory discrimination.
- Build oral vocabulary through stories, songs, pictures, and discussion.
- Use familiar vocabulary in simple phrases and sentences.
- Explore letter formation through tracing, writing, art, movement, and manipulatives.
- Recognize and practice alphabetical sequence.

- Consolidate previously introduced letters through cumulative review.

2. Scope at a Glance

Curriculum Strand	Scope of Learning	Developmental Purpose
Alphabet Knowledge	Uppercase and lowercase A–Z	Establish letter recognition and naming
Letter-Sound Awareness	Target sounds associated with individual letters	Develop early sound-symbol connections
Beginning-Sound Awareness	Recognizing target sounds in familiar words	Strengthen listening and sound identification
Uppercase–Lowercase Matching	Matching corresponding letter forms	Develop visual discrimination
Vocabulary Development	Familiar objects, animals, foods, and everyday words	Expand receptive and expressive language
Oral Language	Naming, describing, discussing, and using simple sentences	Strengthen spoken communication
Alphabet Sequencing	Recognizing and practicing letter order	Develop sequence awareness and recall
Letter Formation	Tracing, constructing, and beginning to write letters	Develop emergent handwriting
Fine-Motor Development	Drawing, coloring, tracing, manipulating materials	Strengthen hand control and coordination
Gross-Motor Integration	Letter-related actions, movement, and games	Connect learning with physical activity
Cumulative Review	Revisiting previously taught letters and sounds	Reinforce recognition and retention
Multisensory Application	Stories, songs, art, games, sensory experiences, and learning centers	Support learning through varied experiences

3. Curriculum Design and Instructional Approach

Nursery Phonics follows a letter-focused instructional sequence, with individual lessons introducing and developing alphabet knowledge through recurring instructional components.

3.1 Lesson Objectives

Lessons establish specific learning intentions related to letter identification, target sounds, uppercase and lowercase matching, beginning-sound vocabulary, oral language, and letter formation.

3.2 Introduction and Review

Teachers revisit previously introduced letters using flashcards, picture cards, songs, games, and movement activities.

Review is integrated into the teaching sequence rather than reserved exclusively for the end of the program.

3.3 Stories and Rhymes

Suggested stories introduce target letters and vocabulary in meaningful oral-language contexts. Teachers emphasize relevant sounds and encourage children to identify familiar words and respond to questions.

3.4 Songs and Action Activities

Songs and physical actions reinforce letter names, sounds, vocabulary, attention, memory, and participation.

3.5 Guided Activity Choices

Lessons provide activities such as identifying pictures, matching letters, coloring, tracing, classifying beginning sounds, constructing letters, and participating in games.

3.6 Student Book Application

Student Book activities provide structured opportunities to practice the letter knowledge, vocabulary, sound awareness, and emerging writing introduced through teacher-led instruction.

3.7 Suggested Learning Centers

Learning centers extend concepts through sensory, manipulative, art, movement, language, and fine-motor experiences.

4. Detailed Scope & Sequence

Strand 1 — Alphabet Knowledge

Scope

Recognition and naming of uppercase and lowercase letters A–Z.

Learning Sequence

1. Encounter a target letter through teacher introduction, visuals, and stories.
2. Observe the shape and features of the letter.
3. Identify the uppercase form.
4. Identify the lowercase form.
5. Name the letter when shown.
6. Recognize the letter among other letters.
7. Revisit previously introduced letters during cumulative review.

Observable Learning Evidence

Children may identify a target letter from a flashcard, name a letter shown by the teacher, or locate the letter among a small selection.

Strand 2 — Letter-Sound Awareness

Scope

Association of individual alphabet letters with their target sounds.

Learning Sequence

1. Listen to the teacher model the target sound.
2. Repeat the sound through songs, rhymes, and action activities.
3. Associate the sound with the displayed letter.
4. Hear the sound emphasized in familiar vocabulary.
5. Recall the sound when shown the letter.
6. Revisit previously introduced letter sounds.

Observable Learning Evidence

Children may produce a target sound when shown a familiar letter or respond to the sound during a teacher-led activity.

Strand 3 — Beginning-Sound Awareness

Scope

Recognition and classification of familiar words according to their initial sounds.

Learning Sequence

1. Listen to familiar vocabulary pronounced clearly.
2. Attend to the emphasized beginning sound.
3. Identify pictures representing words with the target sound.
4. Match vocabulary pictures to the corresponding letter.
5. Distinguish examples that begin with the target sound from those that do not.
6. Sort or classify familiar picture vocabulary by beginning sound.

Observable Learning Evidence

Children may select a picture beginning with a target sound, match a picture to a letter, or sort familiar vocabulary with teacher support.

Strand 4 — Uppercase and Lowercase Matching

Scope

Recognition and matching of corresponding uppercase and lowercase letter forms.

Learning Sequence

1. Observe uppercase and lowercase versions of the target letter.
2. Name both forms.
3. Compare the two forms visually.
4. Match the uppercase letter with its lowercase counterpart.
5. Recognize corresponding forms in mixed-letter activities.
6. Review previously introduced letter pairs.

Observable Learning Evidence

Children may match a capital letter to its corresponding small letter or select the correct pair from letter cards.

Strand 5 — Vocabulary Development

Scope

Development of familiar vocabulary associated with alphabet letters and their beginning sounds.

Learning Sequence

1. Observe vocabulary pictures and objects.
2. Listen to the teacher name each item.
3. Repeat familiar vocabulary.
4. Associate words with the target letter and sound.
5. Discuss familiar objects, animals, foods, and everyday experiences.
6. Recall and name vocabulary from previous lessons.

Observable Learning Evidence

Children may name pictures, identify familiar objects, or recall words associated with a target letter.

Strand 6 — Oral Language and Communication

Scope

Use of vocabulary in spoken phrases, simple sentences, discussion, and responses to questions.

Learning Sequence

1. Listen to stories and teacher explanations.
2. Respond to questions about familiar vocabulary.
3. Name and describe objects or pictures.
4. Repeat simple phrases and sentences.
5. Use target vocabulary in spoken contexts.
6. Participate in classroom discussion and oral-language games.

Observable Learning Evidence

Children may answer a question about a picture, describe a familiar object, or use target vocabulary in a simple phrase.

Strand 7 — Visual and Auditory Discrimination

Scope

Recognition of differences and similarities among letter forms and beginning sounds.

Learning Sequence

1. Observe and compare letter shapes.
2. Locate a target letter among other letters.
3. Listen for an emphasized sound.
4. Identify familiar words containing the target beginning sound.
5. Distinguish target vocabulary from non-target vocabulary.
6. Apply discrimination during matching, coloring, and classification activities.

Observable Learning Evidence

Children may select the correct letter from a group or identify which picture begins with the target sound.

Strand 8 — Letter Formation and Emergent Writing

Scope

Early formation of uppercase and lowercase letters through multisensory and guided activities.

Learning Sequence

1. Observe the teacher model letter formation.
2. Explore letter shapes through body movement and large-motor activities.
3. Construct letters using manipulatives or art materials.
4. Trace letters with fingers, sticks, or other tools.
5. Practice letter formation using crayons, pencils, or markers.
6. Revisit letter formation in later lessons.

Observable Learning Evidence

Children may trace a target letter, construct its shape using materials, or attempt to write it with appropriate support.

Strand 9 — Alphabet Sequencing

Scope

Recognition and practice of alphabetical order through cumulative sequencing activities.

Learning Sequence

1. Recite or sing familiar alphabet sequences.
2. Identify letters already introduced.
3. Arrange familiar letters in order with guidance.
4. Complete sequencing activities using letter cards or Student Book exercises.
5. Connect letters in alphabetical order.
6. Extend sequencing practice as additional letters are introduced.

Observable Learning Evidence

Children may arrange familiar letters in sequence or complete a guided alphabetical-order activity.

Strand 10 — Cumulative Review and Retention

Scope

Reinforcement of previously introduced letters, sounds, vocabulary, matching, and sequencing.

Learning Sequence

1. Recall letter names from earlier lessons.
2. Revisit their target sounds.
3. Match familiar uppercase and lowercase letters.
4. Identify previously taught beginning-sound vocabulary.
5. Practice alphabetical order.
6. Apply retained knowledge during games and Student Book exercises.

Observable Learning Evidence

Children may recognize previously taught letters, recall sounds, identify vocabulary, and participate in review tasks with increasing familiarity.

5. Alphabet Content Sequence

The Nursery Phonics Teacher Guide organizes its main alphabet lessons in alphabetical order, from Aa through Zz. Each letter is developed through a recurring combination of identification, sound awareness, vocabulary, oral language, and letter-related activities.

Curriculum Phase	Letter Content	Primary Learning Emphasis
Phase 1	Aa–Ff	Establish letter recognition, target sounds, matching, beginning vocabulary, and introductory formation
Phase 2	Gg–Ll	Extend letter knowledge while revisiting earlier letters and developing alphabet sequencing
Phase 3	Mm–Rr	Continue alphabet knowledge, vocabulary, sound discrimination, oral language, and letter formation
Phase 4	Ss–Zz	Complete alphabet introduction and continue cumulative application of previously taught knowledge
Across All Phases	Review and reinforcement	Strengthen retention, recognition, sound associations, vocabulary, and sequencing

These phases are organizational groupings for this Scope & Sequence, not separately named units in the Teacher Guide.

Selected Cumulative Review Points

The source includes explicit examples of cumulative reinforcement:

Review Content Learning Application

Aa–Cc	Review before introducing Dd
Aa–Dd	Beginning-sound matching and classification
Aa–Ff	Review before introducing Gg
Aa–Ll	Alphabet sequencing and connect-the-dots practice
Aa–Pp	Alphabet sequencing review
Aa–Zz	Completion and consolidation of the alphabet sequence

Cumulative review is also embedded within individual lessons, so these examples do not represent the only opportunities for reinforcement.

6. Teacher Guide and Student Book Relationship

Nursery Phonics is designed around complementary instructional resources.

Teacher Guide

The Teacher Guide supports classroom instruction through:

- Lesson objectives and target vocabulary.
- Review and introductory activities.
- Suggested stories and rhymes.
- Songs and action activities.
- Teacher-led discussion and sound modeling.
- Guided activity choices.
- Student Book activity guidance.
- Suggested learning-center experiences.

Student Book

The Student Book provides opportunities for children to practice:

- Letter identification.
- Uppercase and lowercase recognition.
- Letter matching.
- Beginning-sound picture identification.
- Vocabulary recognition.
- Coloring and visual discrimination.
- Tracing and early letter formation.
- Alphabet sequencing and review.

The instructional relationship is:

Teacher Introduction → Oral and Multisensory Exploration → Guided Practice → Student Book
Application → Cumulative Review

7. Cross-Developmental Integration

Nursery Phonics supports early literacy while incorporating broader developmental experiences.

Developmental Area	Curriculum Integration
Cognitive Development	Recognition, memory, matching, classification, sequencing, attention
Language Arts	Letter knowledge, target sounds, vocabulary, oral language
Fine-Motor Development	Tracing, coloring, drawing, manipulating materials, early writing
Gross-Motor Development	Letter movement games, hopping, jumping, gestures, action songs
Creative Arts	Drawing, painting, letter crafts, music and storytelling
Social-Emotional Development	Group participation, turn-taking, cooperative activities, expression
STEAM Connections	Sensory exploration, sorting, observation, construction and selected thematic activities

The developmental areas are integrated into the letter lessons rather than presented as separate academic subjects.

8. Teaching and Learning Environment

Nursery Phonics is intended to be experienced through a language-rich and activity-based classroom environment.

Instruction may involve flashcards, pictures, real objects, stories, songs, letter cards, crayons, pencils, play dough, sand trays, art materials, and movement activities.

Teachers may adapt activity choices according to available resources, class size, student readiness, and instructional needs while preserving the central letter and sound objectives.

Learning centers provide opportunities for children to revisit concepts through independent exploration, small-group interaction, and teacher-guided practice.

9. Observable Evidence of Learning

Progress can be observed during normal classroom instruction, guided activities, and Student Book practice.

Learning Area	Observable Evidence
Letter Recognition	Identifies familiar uppercase and lowercase letters
Letter Naming	Says the names of introduced letters
Letter-Sound Awareness	Produces or recognizes taught target sounds
Beginning-Sound Awareness	Selects familiar pictures beginning with target sounds
Letter Matching	Matches uppercase and lowercase forms
Vocabulary	Names and discusses familiar vocabulary
Oral Language	Responds to questions and uses simple phrases or sentences
Visual Discrimination	Locates or distinguishes target letters
Alphabet Sequencing	Participates in ordering familiar letters
Letter Formation	Traces, constructs, or attempts to write taught letters
Cumulative Recall	Recognizes previously introduced letters and sounds

These indicators describe evidence that may be collected during instruction. They are not intended to impose a standardized mastery threshold or assessment score that is not specified in the Teacher Guide.

10. End-of-Book Learning Profile

Following participation in the Nursery Phonics program, children will have been introduced to the full alphabet and provided with repeated opportunities to develop foundational literacy knowledge and skills.

The intended end-of-book learning profile includes:

Alphabet Knowledge: Familiarity with uppercase and lowercase letters A–Z and their names.

Letter-Sound Awareness: Emerging ability to associate taught letters with their target sounds.

Beginning-Sound Awareness: Ability to identify and match familiar beginning-sound vocabulary during guided activities.

Vocabulary and Oral Language: Expanded familiarity with everyday vocabulary and experience using words in simple spoken contexts.

Visual Discrimination: Growing ability to distinguish and match letter forms.

Letter Formation: Experience tracing, constructing, and beginning to write letters through guided fine-motor activities.

Alphabet Sequence: Experience recognizing and practicing alphabetical order.

Learning Participation: Familiarity with stories, songs, games, movement, learning centers, and guided Student Book activities.

Individual children may demonstrate these outcomes at different levels of independence and consistency.

11. Curriculum Outcome Statement

Nursery Phonics establishes an early literacy foundation through systematic exposure to the alphabet, individual letter sounds, beginning-sound vocabulary, oral language, visual discrimination, and emerging letter formation.

The program uses a recurring instructional structure and cumulative review to help children recognize, name, match, hear, discuss, trace, and begin writing letters.

Its central contribution is the development of alphabet knowledge and beginning phonological awareness, supported by language-rich, multisensory experiences.

The program does not require children to demonstrate systematic word blending, CVC decoding, or independent word reading as stated end-of-book outcomes.

12. Curriculum Continuity: Nursery to Kindergarten

Nursery Phonics forms the first stage of the Mastery Series Phonics progression.

Level	Curriculum Focus	Developmental Direction
Nursery Phonics	Alphabet awareness, letter names, target sounds, beginning-sound vocabulary, case matching, oral language, emerging formation	Establish foundations
Preschool Phonics	Pre-writing control, strengthened letter-sound relationships, beginning-sound discrimination, letter	Develop and apply

	formation, alphabet sequencing, cumulative review	foundations
Kindergarten Phonics	Beginning consonants, middle short vowels, ending sounds, blending, rhyming, sound patterns, word families, familiar simple word reading and writing	Connect sounds and letters within early reading and writing

Phonics Developmental Pathway

Nursery: Hear → Recognize → Name → Match → Associate → Form

Preschool: Recognize → Identify → Discriminate → Connect → Match → Write → Review

Kindergarten: Identify → Analyze → Blend → Read → Write → Understand

This progression demonstrates how the Mastery Series moves from early alphabet experiences toward increasingly connected phonics and literacy application.

13. Program Summary

Program: Nursery Phonics Series: The Mastery Series Curriculum Level: Nursery Subject Area: Language Arts / Early Phonics Publisher/Series Brand: Liberty Education Primary Resources: Teacher Guide and Student Book Alphabet Coverage: A–Z

Principal Curriculum Strands: Alphabet Knowledge; Letter-Sound Awareness; Beginning-Sound Awareness; Uppercase–Lowercase Matching; Vocabulary; Oral Language; Visual and Auditory Discrimination; Letter Formation; Alphabet Sequencing; Cumulative Review.

Instructional Approach: Teacher-guided, language-rich, multisensory, activity-based learning with integrated Student Book practice.

Curriculum Position: Foundational stage of the Mastery Series Phonics pathway.

Overall Curriculum Outcome: Establishing the alphabet, sound, language, and emergent writing foundations needed for continued development in Preschool Phonics.

Prepared from the Nursery Phonics Teacher Guide curriculum source. The document organizes the