

PRESCHOOL PHONICS

Scope & Sequence

Program Level: Preschool

Curriculum Area: Phonics / Language Arts

Curriculum Components: Teacher Guide + Accompanying Student Book

Primary Focus: Pre-Writing Skills • Letter Recognition • Letter Names • Letter-Sound Relationships • Uppercase & Lowercase Matching • Beginning-Sound Awareness • Vocabulary • Letter Formation • Alphabet Sequence

EXECUTIVE OVERVIEW

Program Description

Preschool Phonics provides a multisensory introduction to the alphabet and foundational phonics skills through **letter recognition, letter sounds, beginning-sound vocabulary, uppercase and lowercase matching, letter formation, oral language, and cumulative alphabet review.**

The program begins by preparing children physically for writing through pencil-grip practice and tracing experiences involving vertical, horizontal, slanting, zig-zag, curved, and circular lines. Fine-motor experiences such as playdough, cutting, lacing, beading, tongs, painting, clothespins, paper manipulation, and dropper activities further support writing readiness.

Individual letter lessons then follow a recurring instructional pattern in which children learn to:

- identify a letter and say its name;
- produce its target sound;
- distinguish and match uppercase and lowercase forms;
- recognize vocabulary beginning with the target sound;
- discriminate between words that do and do not begin with the target sound;
- trace and write uppercase and lowercase letters;
- use vocabulary in simple phrases and sentences; and
- reinforce learning through stories, songs, movement, games, creative activities, and learning centers.

The curriculum culminates in cumulative alphabet reviews requiring children to **match uppercase and lowercase letters, arrange and recite letters in alphabetical sequence, write letters, recall letter sounds, and associate letters with beginning-sound vocabulary.**

The overall developmental progression can be summarized as:

Prepare to Write → Recognize → Name → Hear → Match → Form → Associate → Discriminate → Sequence → Review

SCOPE AT A GLANCE

Strand	Curriculum Scope	Developmental Purpose
Pre-Writing & Fine Motor	Pencil grip; vertical, horizontal, slanting, zig-zag, curved and circular strokes; tracing	Develop control and foundational movements needed for letter formation
Letter Recognition	Visual recognition of uppercase and lowercase letters	Build automatic familiarity with alphabet symbols
Letter Names	Naming individual letters	Connect visual letter forms with conventional letter names
Letter Sounds	Target sounds associated with individual letters	Establish foundational letter-sound relationships
Uppercase & Lowercase Matching	Matching capital and small forms of letters	Recognize that two visual forms can represent the same letter
Beginning-Sound Awareness	Listening for and identifying target sounds at the beginning of words	Develop early phonological and phonics awareness
Phonics Vocabulary	Picture words and familiar vocabulary associated with target sounds	Connect sounds and letters with meaningful spoken language
Letter Formation	Air writing, tracing, tactile formation and pencil writing	Develop increasingly controlled production of letter forms
Alphabet Sequence	Ordering, reciting and writing increasingly larger alphabet sequences	Develop understanding of conventional alphabet order
Oral Language	Vocabulary discussion, phrases, sentences, stories and teacher questioning	Connect phonics instruction with meaningful language
Visual & Auditory	Finding target letters and	Strengthen attention to relevant print

Discrimination	distinguishing target/non-target beginning sounds	and sound features
Cumulative Review	A–F → A–J → A–O → A–Z	Consolidate and retrieve previously introduced alphabet knowledge

CURRICULUM DESIGN

Preschool Phonics follows a recurring instructional pathway:

Experience → Recognize → Name → Produce Sound → Connect Sound to Word → Match Letter Forms → Form/Write → Use in Language → Retrieve & Review

For each letter, children increasingly connect:

Letter Shape ↔ Letter Name ↔ Letter Sound ↔ Beginning-Sound Word ↔ Uppercase/Lowercase Form ↔ Written Letter

This structure keeps phonics learning connected to meaningful vocabulary, movement, visual discrimination, fine-motor development, and oral communication.

TEACHER GUIDE + STUDENT BOOK

Teacher Guide

The Teacher Guide provides the broader instructional experience through:

- songs and rhymes;
- stories;
- teacher modeling;
- letter and picture flashcards;
- explicit sound emphasis;
- vocabulary discussion;
- gross-motor activities;
- fine-motor activities;
- tactile letter formation;
- matching and sorting;
- memory games;
- pretend play;
- creative arts;
- STEAM connections;

- oral-language activities; and
- learning centers.

Student Book

The accompanying Student Book provides opportunities to apply and record learning through:

- identifying letters;
- circling target letters;
- matching uppercase and lowercase forms;
- identifying beginning-sound pictures;
- supplying missing initial letters;
- tracing letters;
- writing letters;
- coloring according to instructions;
- completing visual-discrimination activities; and
- reviewing alphabet sequences.

Intended Learning Cycle

Teacher Modeling → Multisensory Exploration → Sound & Vocabulary Practice → Letter Recognition → Guided Formation → Student-Book Application → Learning-Center Reinforcement → Cumulative Review

DETAILED SCOPE & SEQUENCE

STRAND 1 — PRE-WRITING & WRITING READINESS

Scope

Before formal letter-writing practice, the curriculum introduces foundational writing movements and pencil control.

Children practice:

- appropriate pencil grip;
- vertical strokes;
- horizontal strokes;
- left-slanting lines;
- right-slanting lines;
- zig-zag lines;
- curved lines;
- circular movements; and

- tracing increasingly recognizable pictures.

The Teacher Guide connects these strokes to memorable images and actions—for example, a parachute moving downward for a vertical line, a van moving left to right for a horizontal line, rainfall for slanting strokes, and a baseball for circular movement.

Fine-Motor Preparation

The program also recommends:

Playdough • Cutting • Dough Kneading • Fingerplays • Lacing • Beading • Tongs/Tweezers • Q-tip Painting • Clothespins • Paper Tearing/Scrunching • Dropper Activities

These experiences support the hand strength, coordination, and control used during subsequent letter-writing activities.

Progression

Hand Strength & Coordination → Pencil Grip → Foundational Strokes → Tracing → Letter Formation → Increasingly Independent Writing

STRAND 2 — LETTER RECOGNITION & LETTER NAMES

Children learn to recognize individual alphabet letters and say their conventional names.

Instruction includes both:

Uppercase Letters: A–Z

and

Lowercase Letters: a–z

Recognition is reinforced through:

- letter flashcards;
- hidden-letter searches;
- floor letters;
- matching games;
- sensory activities;
- visual searches;
- letter crafts;
- puzzles;

- movement activities; and
- Student Book exercises.

For example, the Letter S lesson requires children to identify S, say its letter name, match uppercase S with lowercase s, and distinguish the target letter during book and classroom activities.

STRAND 3 — LETTER-SOUND RELATIONSHIPS

The curriculum explicitly connects letters with their target sounds.

Children are asked to:

- see the letter;
- say the letter name;
- hear the target sound;
- repeat the sound;
- hear the sound emphasized within vocabulary;
- connect the sound with familiar pictures; and
- distinguish words beginning with the target sound from words beginning with other sounds.

The guide specifies particular sound targets where necessary. For example, **Aa** focuses on the short /a/ sound, **Ii** on short /i/, **Ee** on short /e/, and **Cc** on the hard /c/ sound.

The instructional relationship is therefore:

See Letter → Name Letter → Hear Sound → Produce Sound → Find Sound in Beginning Position

STRAND 4 — BEGINNING-SOUND AWARENESS

A major recurring phonics skill is recognizing the beginning sound of a spoken word.

Children encounter familiar picture vocabulary and are asked to determine whether the word begins with the target sound.

Typical tasks include:

- circle pictures beginning with the target sound;
- color target-sound pictures;
- sort target and non-target pictures;
- retrieve an object beginning with a given sound;
- listen for the first sound;
- identify a missing beginning letter; and
- match vocabulary pictures with letters.

For example, the Letter C lesson asks children to listen for the hard /c/ sound in words such as *cookie*, *cat*, *carrot*, and *candle* and distinguish these from non-C examples.

Developmental Progression

Hear Target Sound → Repeat Sound → Hear Sound in Word → Identify Matching Picture → Discriminate Target/Non-Target → Supply Beginning Letter

STRAND 5 — UPPERCASE & LOWERCASE LETTER MATCHING

Children learn that uppercase and lowercase forms represent the same alphabet letter.

They are given repeated opportunities to:

- identify uppercase letters;
- identify lowercase letters;
- match uppercase and lowercase partners;
- sort letters according to form;
- locate matching pairs;
- distinguish letter forms visually; and
- retrieve matching pairs from larger groups.

This skill becomes increasingly cumulative.

By the final alphabet review, children are expected to match uppercase and lowercase forms across **A–Z**.

STRAND 6 — LETTER FORMATION & EARLY HANDWRITING

Letter formation is systematically embedded within individual letter lessons.

Children commonly progress through:

Large-Motor Formation → Air Writing → Tactile Formation → Tracing → Guided Pencil Formation → Practice Writing

Activities include:

- walking on giant letters;
- tracing floor letters;
- forming letters with yarn or craft materials;
- molding letters with playdough;
- tracing in sand;
- finger writing;
- painting letters;

- air writing;
- tracing printed forms; and
- pencil writing.

Both uppercase and lowercase forms are practiced.

For example, the Letter N lesson explicitly asks children to practice uppercase **N** and lowercase **n** in the air before completing pencil-writing practice.

The progression therefore connects physical experience with increasingly controlled graphic representation.

STRAND 7 — PHONICS VOCABULARY

Each individual letter lesson introduces familiar vocabulary associated with the target beginning sound.

For example:

S: snake • saw • sun • seal • soap

A: apple • ant • alligator • astronaut

T: table • television • telephone • taxi • turtle • towel • tent • top • tree

P: pie • penguin • pelican • pin • pig • pan • pizza

N: nest • nails • net • nose • nuts • nurse

Vocabulary is not presented simply as a word list.

Children are encouraged to:

- name the object;
- listen to its beginning sound;
- describe it;
- answer questions about it;
- connect it with personal experience;
- act it out where appropriate; and
- use the word in a simple phrase or sentence.

This creates a relationship between:

Phonics ↔ Vocabulary ↔ Oral Language ↔ Knowledge of the World

STRAND 8 — ORAL LANGUAGE & SENTENCE DEVELOPMENT

The Teacher Guide consistently extends phonics beyond isolated sound practice.

Children are encouraged to use vocabulary in:

- simple phrases;
- simple sentences;
- teacher-guided discussions;
- stories;
- pretend play;
- personal responses; and
- question-and-answer exchanges.

For example, during the Letter S lesson, children may use sentences such as:

The sun is shining.

A snake is on the grass.

The seal likes to swim in the sea.

The objective is not formal grammar instruction. Rather, children use target phonics vocabulary as meaningful spoken language.

Progression

Name Object → Use Word → Produce Phrase → Produce Simple Sentence → Participate in Contextual Discussion

STRAND 9 — ALPHABET SEQUENCE

Although individual letters are taught through a planned instructional sequence, the curriculum also explicitly develops knowledge of **conventional alphabetical order**.

Children practice:

- reciting alphabet sequences;
- arranging letters;
- identifying missing letters;
- connecting letters in order;
- writing sequences; and
- participating in alphabet-order games.

This becomes increasingly cumulative through dedicated review lessons.

STRAND 10 — CUMULATIVE ALPHABET REVIEW

A particularly important feature of Preschool Phonics is the planned review structure.

Review Stage 1 — A to F

Children review:

- uppercase/lowercase matching;
- alphabetical sequence;
- letter shapes;
- letter sounds;
- beginning-sound vocabulary; and
- writing A–F.

Review Stage 2 — A to J

The same core skills are expanded through **A–J**, increasing the number of letters children must retrieve, discriminate, match, sequence, and associate with sounds.

Review Stage 3 — A to O

Children extend cumulative recognition and recall through **A–O**.

Activities require children to identify letters, produce their sounds, identify beginning-sound words, practice writing, and work with alphabet order.

Review Stage 4 — A to Z

The final cumulative review expands these expectations across the complete alphabet.

Children are asked to:

- match uppercase and lowercase A–Z;
- arrange letters A–Z;
- recite A–Z;
- write the alphabet sequence;
- recognize letter shapes;
- recall letter sounds; and
- identify words or picture words beginning with the letters.

Cumulative Progression

Individual Letter → Small-Group Retrieval → A–F → A–J → A–O → A–Z

This cumulative review helps children retrieve previously introduced knowledge rather than encountering each letter only once.

STRAND 11 — VISUAL & AUDITORY DISCRIMINATION

Phonics activities require children to attend carefully to both visual and auditory information.

Visual Discrimination

Children distinguish:

- target letters from other letters;
- uppercase from lowercase;
- matching letter pairs;
- similar letter forms;
- letters hidden within pictures; and
- letters within larger visual groups.

Auditory Discrimination

Children listen for:

- target beginning sounds;
- words that begin with the same sound;
- words that do not begin with the target sound; and
- the appropriate sound associated with a displayed letter.

The repeated integration of seeing, hearing, saying, touching, and writing supports increasingly flexible recognition of letter-sound relationships.

STRAND 12 — MULTISENSORY PHONICS

Phonics learning occurs through multiple modes.

Visual

Letter cards, picture vocabulary, Student Book illustrations, hidden letters and teacher demonstrations.

Auditory

Letter sounds, songs, rhymes, stories, vocabulary pronunciation and oral repetition.

Kinesthetic

Walking, hopping, crawling, jumping, acting out vocabulary and moving along giant letter forms.

Tactile

Playdough, sand, yarn, paint, craft materials, sensory bags and manipulatives.

Graphic

Tracing, drawing, circling, coloring and writing.

The curriculum therefore follows a recurring multisensory relationship:

See → Hear → Say → Move → Touch/Form → Write

STRAND 13 — STORIES, SONGS & RHYMES

Stories and songs provide meaningful contexts for individual letters and sounds.

Letter vocabulary is embedded within memorable characters, actions and situations, while teachers are encouraged to emphasize the target beginning sounds.

Stories support:

- listening;
- vocabulary;
- comprehension;
- sound awareness;
- oral language;
- imagination; and
- social-emotional discussion.

Songs and rhymes reinforce:

- letter names;
- letter sounds;
- rhythm;
- repetition;
- memory; and
- active participation.

These experiences keep explicit phonics instruction connected to meaningful spoken language.

CROSS-DEVELOPMENTAL INTEGRATION

Developmental Area	Curriculum Connections
Language Arts	Letter names, sounds, vocabulary, oral sentences, stories and alphabet sequence
Cognitive Development	Recognition, matching, sorting, memory, discrimination and retrieval
Fine-Motor Development	Pencil grip, tracing, writing, cutting, gluing, molding, painting and manipulatives
Gross-Motor Development	Giant letters, hopping, crawling, walking, action vocabulary and movement games
Social-Emotional Development	Group participation, turn-taking, discussions, manners, kindness and personal experiences
Creative Arts	Letter crafts, painting, collage, construction, songs and dramatic play
STEAM & Discovery	Vocabulary-linked exploration of animals, materials, measurement, nature and familiar objects
Knowledge of the World	Vocabulary discussions connected with animals, weather, occupations, health, food and everyday environments

TEACHING & LEARNING ENVIRONMENT

The Teacher Guide supports repeated practice through classroom learning centers.

Phonics & Letter Center

Letter matching, flashcards, beginning-sound pictures, alphabet games and sorting.

Writing & Fine-Motor Center

Tracing, whiteboard writing, pencil practice, cutting, Q-tip painting and letter formation.

Sensory Center

Sand writing, rice bins, sensory bags and tactile letter searches.

Playdough & Construction

Molding letters and creating vocabulary-linked objects.

Language & Vocabulary Center

Picture cards, oral-language activities, vocabulary discussion, stories and matching.

Art & Creative Center

Letter crafts, painting, collage and picture construction.

Movement Center

Giant letters, action words, obstacle courses, letter searches and gross-motor games.

These centers allow letter knowledge to be revisited through different forms of experience.

OBSERVABLE EVIDENCE OF LEARNING

Teachers can observe whether children increasingly:

- use an appropriate pencil grip;
- control basic pre-writing strokes;
- recognize taught uppercase letters;
- recognize taught lowercase letters;
- name familiar letters;
- match uppercase and lowercase forms;
- produce taught letter sounds;
- identify pictures beginning with target sounds;
- distinguish target from non-target beginning sounds;
- supply a missing beginning letter with support;
- trace uppercase and lowercase letters;
- write increasingly recognizable letter forms;
- use target vocabulary;
- produce simple phrases and sentences;
- recall previously introduced letters and sounds;
- arrange increasingly larger groups of letters alphabetically;
- recite the alphabet in conventional order; and
- connect letters, sounds, pictures, and spoken vocabulary.

These behaviors provide evidence of developing phonics knowledge rather than functioning as rigid pass/fail criteria.

END-OF-BOOK LEARNING PROFILE

By completion of Preschool Phonics, children have been provided with opportunities to develop the following foundational literacy skills.

Writing Readiness

Develop pencil control, foundational strokes, fine-motor strength and increasing control during tracing and letter formation.

Alphabet Knowledge

Recognize and name uppercase and lowercase alphabet letters.

Letter-Sound Knowledge

Associate taught letters with their target sounds.

Case Matching

Recognize the relationship between uppercase and lowercase forms.

Beginning-Sound Awareness

Listen for and identify target sounds at the beginning of familiar words.

Letter Formation

Trace and write uppercase and lowercase letter forms with increasing independence.

Alphabet Sequence

Recite, arrange and write increasingly complete alphabet sequences, culminating in A–Z review.

Vocabulary

Develop a growing bank of familiar vocabulary connected to alphabet sounds.

Oral Communication

Use vocabulary in simple phrases, sentences and teacher-guided discussions.

Visual & Auditory Discrimination

Differentiate among letter forms and distinguish target beginning sounds from alternatives.

Cumulative Retrieval

Retrieve previously introduced letters, sounds and vocabulary during progressively broader alphabet reviews.

DEVELOPMENTAL POSITION WITHIN THE PROGRAM

Preschool Phonics represents a progression from introductory alphabet experience toward more intentional letter-sound knowledge and written representation.

The developmental movement can be summarized as:

NURSERY PHONICS — FOUNDATION

Experience → Notice → Recognize → Hear → Respond

Children develop early alphabet awareness through songs, stories, movement, vocabulary, letter recognition, and introductory letter-sound experiences.

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PRESCHOOL PHONICS — DEVELOPMENT & APPLICATION

Recognize → Name → Produce Sound → Match → Write → Associate → Sequence → Retrieve

Children strengthen alphabet knowledge, letter-sound associations, beginning-sound awareness, letter formation, and alphabetical sequencing through guided practice and cumulative review.

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KINDERGARTEN PHONICS — INTEGRATION & EARLY READING

Identify → Discriminate → Blend → Read → Write → Comprehend → Apply

Children extend their phonics knowledge through beginning and ending consonants, medial short vowels, sound blending, simple word reading and writing, rhyming patterns, word families, and introductory sentence and story comprehension.

Across the complete **Nursery → Preschool → Kindergarten** progression, the Mastery Series Phonics curriculum moves from foundational alphabet and sound awareness to increasingly connected phonics, early word reading, writing, and comprehension. Each level builds upon and extends the literacy experiences established in the preceding level.

CURRICULUM OUTCOME STATEMENT

Preschool Phonics develops children's foundational understanding that **printed letters have recognizable forms, conventional names, and associated sounds that connect with spoken words.**

Through explicit letter instruction combined with stories, songs, movement, vocabulary, tactile exploration, visual discrimination, fine-motor practice, handwriting, Student Book activities and cumulative review, children repeatedly connect:

what they see → what they hear → what they say → what they form → what they write

The program progresses from pre-writing readiness into individual letter knowledge and then toward increasingly broad retrieval across the alphabet.

By the final cumulative review, children have been provided with opportunities to recognize uppercase and lowercase letters A–Z, match letter forms, recall target sounds, associate letters with beginning-sound vocabulary, arrange letters in alphabetical order, and practice writing the alphabet.

PROGRAM CONTINUITY

Preschool Phonics functions as the middle level of the three-stage early-literacy program.

Nursery Phonics

Early alphabet exposure, sound awareness, vocabulary and multisensory letter experiences

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Preschool Phonics

Letter recognition, letter-sound association, uppercase/lowercase matching, beginning-sound discrimination, letter formation and cumulative alphabet retrieval

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Kindergarten Phonics

To be documented from the Kindergarten Teacher Guide

Once Kindergarten Phonics has been mapped, the complete program Scope & Sequence should show the developmental progression across:

Nursery → Preschool → Kindergarten

for the major literacy strands:

Writing Readiness • Alphabet Knowledge • Phonological/Phonics Awareness • Letter-Sound Knowledge • Vocabulary • Handwriting • Oral Language • Early Reading

The strongest structural feature here is the progression from **pre-writing** → **individual letter knowledge** → **cumulative alphabet retrieval**. The guide explicitly builds its review from **A–F to A–J to A–O and finally A–Z**, with the same core expectations expanding at each stage: uppercase/lowercase matching, alphabet sequence, letter shapes, letter sounds, beginning-sound vocabulary, and writing. MASTER-Preschool-Phonics MASTER-Preschool-Phonics MASTER-Preschool-Phonics MASTER-Preschool-Phonics