

Year	Phonics Focus	ACSE grapheme-phoneme correspondences	Common exception words
Reception/P1			
Year 1	1	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i> /t/ as in <i>top</i>	<i>1, this, us, go, no, into</i>
Year 1	2	/d/ as in <i>duck</i> /d/ as in <i>dig</i> /d/ as in <i>day</i> /d/ as in <i>day</i> /d/ as in <i>day</i>	
Year 1	3	Review of the grapheme-phoneme correspondences from <i>Year 1</i> and <i>Year 2</i> . Introduce new word structures, such as /t/d/ and /t/d/.	
Year 1	4	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i>	<i>for, what, we, not, for, was, my, you, her, thing, all, are</i>
Year 1	5	/d/ as in <i>duck</i> /d/ as in <i>dig</i> /d/ as in <i>day</i> /d/ as in <i>day</i> /d/ as in <i>day</i>	
Year 1	6	Review of the grapheme-phoneme correspondences from <i>Year 1</i> and <i>Year 2</i> with slightly longer texts.	
Year 1	7-8	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i>	<i>some, one, and, come, do, us, were, when, how, there, out, the, little, what</i>
Year 1	9-10	Review of the grapheme-phoneme correspondences from <i>Year 1</i> and <i>Year 2</i> with slightly longer texts.	
Year 1	11-12	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i>	

Year	Phonics Focus	ACSE grapheme-phoneme correspondences	Common exception words
Year 1/P2			
Year 1	1-3	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i>	<i>some, one, and, come, do, us, were, when, how, there, out, the, little, what</i>
Year 1	4	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i>	<i>for, what, we, not, for, was, my, you, her, thing, all, are</i>
Year 1	5	/d/ as in <i>duck</i> /d/ as in <i>dig</i> /d/ as in <i>day</i> /d/ as in <i>day</i> /d/ as in <i>day</i>	
Year 1	6	Review of the grapheme-phoneme correspondences from <i>Year 1</i> and <i>Year 2</i> with slightly longer texts.	
Year 1	7-8	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i>	<i>some, one, and, come, do, us, were, when, how, there, out, the, little, what</i>
Year 1	9-10	Review of the grapheme-phoneme correspondences from <i>Year 1</i> and <i>Year 2</i> with slightly longer texts.	
Year 1	11-12	/t/ as in <i>top</i> /t/ as in <i>tip</i> /t/ as in <i>tea</i> /t/ as in <i>top</i> /t/ as in <i>tea</i>	

Phonics Level A

MCGRAWHILL □□□



Phonics Level A:

Phonics Modern Curriculum Press,1991-01-01 **Adventures in Phonics** Florence M. Lindstrom,Christian Liberty Press,1993 **Schoolhouse Phonics Level B** Modern Curriculum Press,1998-05 **Steck-Vaughn Phonics Level A** Steck-Vaughn Company,Steck-Vaughn Staff,1994-01-01 NULL *Phonics, Level A* ,2011-05-13 Modern Curriculum Press

Plaid Phonics celebrates over 50 years of successfully helping more than 55 million children learn to read Its proven scope and sequence along with the abundance of practice review and application of skills ensures comprehensive coverage and supports best practices in phonics instruction Level A MCP Plaid Phonics Level A helps students become fluent readers Activities help students develop spelling encoding recognize words in context and use phonics in word building and personal writing It provides instructors with a direct model for integrating phonics and reading through reading activities MCP Plaid Phonics works side by side with Spelling Workout to reinforce key spelling and phonics skills Looking for other grade levels Kindergarten 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade **Adventures in Phonics** Florence Lindstrom,2000-06 This beginning reading program has already been used to teach thousands of young children and adults how to read This program is an excellent way to teach your youngster how to read Complete instructions are provided Level C Teacher s Manual for Grade 2 SADLIER PHONICS LEVEL A(□□□) SADLIER □□□,2009-06-03 Steck Vaughn Phonics(Level A) Terese D'Amico,1999 **Phonics** Charence Edward Elwell,1993-12 **Big Book of Phonics** Troll Communications L.L.C.,1999-01-01 **Phonics** John Shefelbine,1998 Worksheets for early elementary students *Phonics* Clarence Edward Elwell,Rosemary Murray,M. Marcella Kucia,Modern Curriculum Press,1995 **All-star Phonics** Alvin Granowsky,2003

SRA All-star Phonics Alvin Granowsky,2003 Modern Curriculum Press Phonics Modern Curriculum Press,2003

Chall Popp Phonics Jeanne Sternlicht Chall,Helen Mitchell Popp,2001-01 Chall Popp Phonics is a systematic approach to direct phonics instruction and has been a teacher favorite for years This revision features a more student friendly book design and a variety of new stories and characters to keep students engaged and ready to learn Respected reading specialist and well known literacy consultant Dr Jeanne Chall co authored this series based on the extensive research she conducted at Harvard University Direct instruction that works This research based classroom proven approach takes students step by step through advancing levels of phonemic awareness and sound letter knowledge The skill sequence is easy for students to follow leading to mastery Eye catching photos and graphics help student comprehension Chall Popp Phonics engages students and helps them draw more meaning from text Simple easy to use unit structure Content is streamlined to make it easier for you to manage instruction Support for learning at home Each student book includes a fun take home booklet for each unit Plus you ll find letters that let parents take an active role in their child s learning Parent letters are also provided in Spanish Meaningful assessments for individualized instruction Every unit includes an assessment that helps you identify students who need additional intervention Text in multiple genres Students move from basic phonemic recognition to decoding and

comprehension of a delightful mix of poems stories and nonfiction articles Teacher tested classroom strategies Teacher s Editions include teaching and intervention strategies related reading suggestions charts games and other resources right where you can get to them fast The Teacher s Editions for Levels A and B also include alphabet cards that feature the characters introduced in the Student Book *Fix-it Phonics Level 3 - Student Book 1* Holt Lisa,2010-11-09 The final level of the Fix It Phonics system reviews and develops on what was learnt in the first two levels and introduces more advanced spelling patterns **Chall-Popp Phonics** Jeanne Sternlicht Chall,Helen Mitchell Popp,1998 **Phonics** MCGRAWHILL ,1998-01-01 **ALL STAR PHONICS LEVEL. A** MCGRAWHILL ,2003

Reviewing **Phonics Level A**: Unlocking the Spellbinding Force of Linguistics

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