

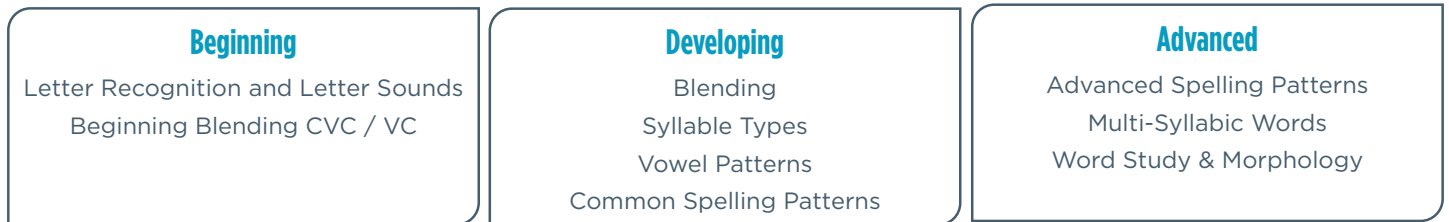
PHONICS

Research shows that all students benefit from phonics instruction that is explicit, systematic, cumulative, and individualized. Waterford introduces letter-sound correspondences in a logical instructional sequence.

Waterford.org's Instructional Strands for Literacy are aligned with the Essential Components of Reading identified by the National Reading Panel (NICHD, 2000).



← LESS COMPLEX ————— MORE COMPLEX →



← ORTHOGRAPHIC MAPPING TO BUILD SIGHT WORD BANK →

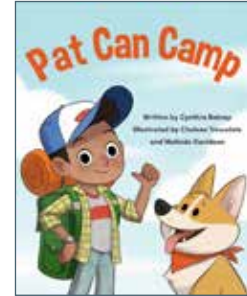
← APPLICATION OF SKILLS IN CONNECTED TEXT →

STUDENTS RECEIVE EXPLICIT INSTRUCTION IN THE NAME, SHAPE, AND SOUND OF EACH LETTER. Embedded picture mnemonics support letter recognition skills. Instruction is multimodal: students **see** the letter shape, **hear** the letter name and sound, and **touch** and trace the letter as they say the chant for the formation of the letter.



View example phonics activities [here](#).

STUDENTS BEGIN BLENDING AND DECODING WORDS AS SOON AS THE FIRST GROUP OF LETTER-SOUND CORRESPONDENCES IS MASTERED. Throughout the program, students develop their orthographic mapping skills, connecting the letters and sounds within words to anchor them in long-term memory. This process enables students to build a large sight word bank, making fluent reading possible. As concepts are taught, students apply their skills, reading well-crafted **decodable texts** for targeted practice.



THE SIX SYLLABLE TYPES ARE INTRODUCED AND PRACTICED AS CORRESPONDING SPELLING PATTERNS ARE LEARNED.

CLOSED	vowel "closed in" >> short sound CVC VC	cat af/ter
OPEN	vowel "open" >> long sound CV V	go a/corn
R-CONTROLLED	bossy r V-r	farm bird hor/net
VOWEL TEAM	letters that represent ONE vowel sound vowel + one or more letters	snow night street
MAGIC E	long sound VC-e	snake inside
CONSONANT + LE	final syllable C-le	ta/ble cir/cle

LATER, KNOWLEDGE OF THE SYLLABLE TYPES HELPS STUDENTS DECODE AND SPELL MULTISYLLABIC WORDS.

