

Science of Reading

Putting Research into Action

Phonics: How to Deliver Effective Phonics Instruction through Spelling Instruction

Use the checklist below to support you in applying what you learned about phonics instruction.

My Grades K–2 phonics instruction . . .

- Is Systematic:** Carefully planned—lessons build from simple to complex skills
- Is Sequential:** Follows a scope and sequence to ensure horizontal and vertical alignment
- Is Explicit:** Follows an “I do, We do, You do” approach
 1. Define, explain, and post the objective or goal.
 2. Model **how** to apply the phonics skill.
 3. Teacher Guided Practice
 4. Independent Practice
- Incorporates Instructional Strategies**
 - Blending (Reading)
 - Segmenting (Spelling)
- Integrates Multiple Types of Phonics Instruction, Especially for Practice and Application**
 - Synthetic:** Students learn discrete letter-sound relationships, strategies for blending sounds, and how to decode words. *Example: Blend b–a–g.*
 - Analogy based:** Students learn to use known word families and word patterns to identify unknown words. *Example: Use bag to identify the words rag, wag, and tag.*
 - Analytic:** Students learn to identify phonetic patterns and discriminate between them. *Example: Analyze sounds in sight words /b/ /a/ /g/.*
 - Encoding:** Students use their knowledge of sound-spelling patterns and word parts to spell words. *Example: Spell b–a–g.*
 - Embedded:** Students apply phonics knowledge through authentic reading experiences (i.e., reading words in context, not just in isolation). *Example: I drag the top.*