

# PHONICS SKILLS LIST

## K-2<sup>ND</sup> GRADE

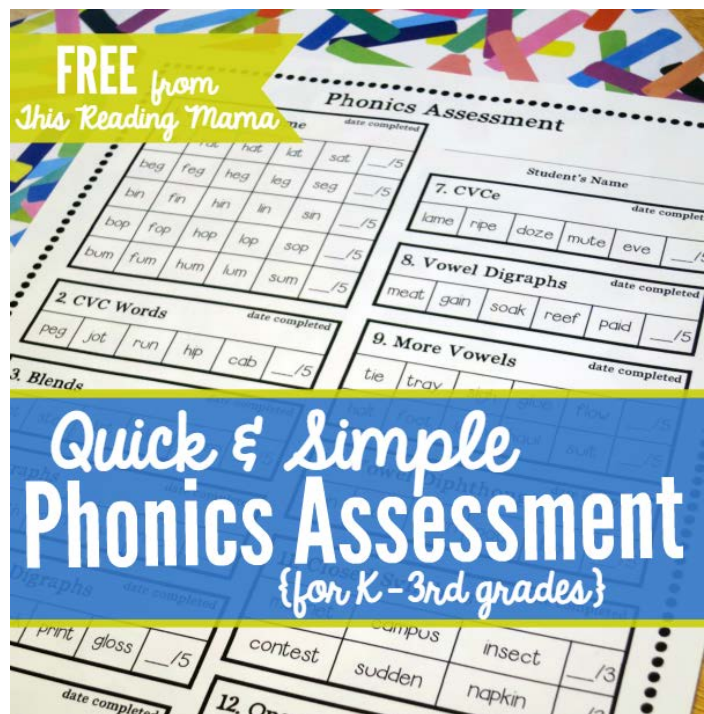
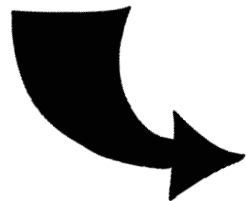
by Becky Spence of ©thisreadingmama.com

I've compiled this phonics skills list for K-2 learners by combining my experience with teaching phonics and researching several phonics programs.

### PLEASE NOTE!!

**Not all children will be ready for the phonics skills listed at the typical grade level.** Some may be ready for it before and some may be ready afterwards. In other words, this isn't a one size fits all list.

To help you pin-point what phonics skills your learners may need, my quick phonics assessment may help. Link: <http://bit.ly/2pKm1IN>



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# K-2 PHONICS SKILLS LIST

## Consonants

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Phonics Skill	Patterns & Example Words	Typical Grade Level
<b>Single Beginning Consonants</b>	To teach these skills, I mix in phonemic awareness by using pictures.	Pre-K/K
<b>Single Ending Consonants</b>	To teach these skills, I mix in phonemic awareness by using pictures.	Pre-K/K
<b>Consonant Blends</b>	<p>Definition: Two consonants side-by-side in a word; each consonant makes its own sound, such as:</p> <p>Initial blends: <u>f</u>lag, <u>c</u>ream, <u>s</u>weet            Final blends: <u>j</u>ump, <u>m</u>ilk, <u>s</u>and</p>	K/1 <sup>st</sup> grade (about the same time as short vowels are learned)
<b>Consonant Digraphs</b>	<p>Definition: Two consonants side-by-side in a word that make ONE sound, such as:</p> <p>SH: <u>sh</u>ack, <u>sh</u>ip, <u>br</u>ush      *BONUS: The -ing ending is also good to introduce here, as it is VERY common in reading and spelling.            TH: <u>th</u>e, <u>th</u>ick, <u>ba</u>th            CH: <u>ch</u>at, <u>ch</u>urch, <u>ch</u>ange            CK: <u>ck</u> duck, <u>tr</u>ick, <u>tr</u>uck            WH: <u>wh</u>at, <u>w</u>heel, <u>wh</u>en            PH: <u>ph</u>one, <u>gr</u>aph</p> <p>Less common digraphs:            KN: <u>kn</u>ife, <u>kn</u>eel, <u>kn</u>ot            WR: <u>wr</u>ite, <u>wr</u>ist, <u>wr</u>eath            GN: <u>gn</u>at, <u>gn</u>aw</p>	<p>K/1<sup>st</sup> grade (about the same time as short vowels are learned)</p> <p>Less Common: 1<sup>st</sup>/2<sup>nd</sup> grade</p>
<b>Bossy Consonants</b>	<p>L, R, and W are “bossy” consonants and sometimes change the sounds of vowels.</p> <p>Bossy L: <u>ba</u>ll, <u>ch</u>alk, <u>ca</u>ll</p> <p>Bossy R: see r-influenced vowels in chart below</p> <p>Bossy W: <u>wo</u>rd, <u>wo</u>rm, <u>wa</u>ch, <u>sw</u>at</p>	1 <sup>st</sup> grade/2 <sup>nd</sup> grade (Be sure learners are solid with short vowel patterns first.)
<b>Hard &amp; Soft C and G</b>	<p>Hard c &amp; g: followed by an <i>a, o, or u</i>            cut, cat, cap or gut, gate, goat</p> <p>Soft c &amp; g: followed by an <i>e, i, or y</i>            circle, cycle, cement or gem, gym, giraffe</p>	1 <sup>st</sup> /2 <sup>nd</sup> grade

Phonics Skill	Patterns & Example Words	Typical Grade Level
<b>Short a</b>	CVC: <u>cat</u> , <u>had</u> , <u>fan</u> (only one vowel in the word; the vowel has a consonant in front and behind)	K (about the same time as blends/digraphs)
<b>Short e</b>	CVC: <u>bed</u> , <u>red</u> , <u>ten</u> , <u>net</u>  Less common short e pattern EA <u>bread</u> , <u>head</u> , <u>breath</u> , <u>dead</u>	K  Less common: 1 <sup>st</sup> grade
<b>Short i</b>	CVC: <u>hit</u> , <u>win</u> , <u>lip</u>	K
<b>Short o</b>	CVC: <u>fog</u> , <u>hop</u> , <u>pot</u>	K
<b>Short u</b>	CVC: <u>sun</u> , <u>cup</u> , <u>hug</u>	K
<b>Long a</b>	A_E <u>name</u> , <u>tape</u> , <u>snake</u> AI <u>brain</u> , <u>rain</u> , <u>faint</u> , <u>chain</u> (usually found at the beginning or middle of words) AY <u>play</u> , <u>clay</u> , <u>tray</u> , <u>pray</u> (found at end of words)	1 <sup>st</sup> grade
<b>Long e</b>	EE <u>tree</u> , <u>street</u> , <u>queen</u> , <u>keep</u> EA <u>each</u> , <u>beach</u> , <u>heat</u> , <u>speak</u> Y <u>happy</u> , <u>baby</u> , <u>lady</u> , <u>moody</u> (in 2-syllable words)  Less common long e pattern E_E <u>Pete</u> , <u>these</u>	1 <sup>st</sup> grade
<b>Long i</b>	I_E <u>kite</u> , <u>bike</u> , <u>prize</u> IGH <u>night</u> , <u>light</u> , <u>sigh</u> , <u>high</u> Y <u>cry</u> , <u>fly</u> , <u>sky</u> , <u>my</u> (in 1-syllable words)  Less common long i pattern I <u>wild</u> , <u>child</u> , <u>kind</u> , <u>find</u>	1 <sup>st</sup> grade  Less common: 1 <sup>st</sup> /2 <sup>nd</sup> grade
<b>Long o</b>	O_E <u>note</u> , <u>joke</u> , <u>globe</u> OA <u>boat</u> , <u>float</u> , <u>coach</u> OW <u>row</u> , <u>slow</u> , <u>know</u> , <u>mow</u> (an example when w acts as a vowel) O <u>go</u> , <u>so</u> , <u>no</u> (at the end of a syllable or word)  Less common long o patterns OE <u>toe</u> , <u>doe</u> , <u>foe</u> O <u>told</u> , <u>sold</u> , <u>post</u> (in the middle of a word)	1 <sup>st</sup> grade  Less common: 1 <sup>st</sup> /2 <sup>nd</sup> grade

<p><b>Long u</b> Long u has two sounds. It says its name &amp; makes the 'ew' sound as in 'Ew-that's gross!'"</p>	<p>U_E <u>d</u>une, <u>t</u>ube, <u>J</u>une OO <u>s</u>oon, <u>m</u>ood, <u>t</u>ooth EW <u>n</u>ew, <u>ch</u>ew, <u>f</u>lew, <u>k</u>n<u>ew</u> (w acts as a vowel) UE <u>d</u>ue, <u>cl</u>ue, <u>bl</u>ue, <u>gl</u>ue  Less common long u patterns UI <u>s</u>uit, <u>fr</u>uit, <u>ju</u>ice</p>	<p>1<sup>st</sup> grade  Less common: 1<sup>st</sup> / 2<sup>nd</sup> grade</p>
<p><b>R-influenced vowels</b> ir, er, and ur all make the same sound</p>	<p>AR <u>f</u>arm, <u>sh</u>ark, <u>h</u>ard OR <u>h</u>orn, <u>st</u>orm, <u>for</u>k IR <u>bir</u>d, <u>gir</u>l, <u>fir</u>st UR <u>hur</u>t, <u>chur</u>ch, <u>sur</u>f ER <u>her</u>, <u>her</u>d, <u>ger</u>m  *Some phonics programs teach bossy r before CVCe and some teach it after.</p>	<p>1<sup>st</sup> grade</p>
<p><b>Other Vowel Patterns</b></p>	<p>OU <u>cl</u>oud, <u>mo</u>uth, <u>cou</u>nt OW <u>cl</u>own, <u>gro</u>wl, <u>do</u>wn (ow can also make the long o sound)  OI <u>co</u>il, <u>so</u>il, <u>oi</u>nk (found at the beginning or middle of words) OY <u>so</u>y, <u>jo</u>y, <u>bo</u>y (found at the end of words)  OO <u>g</u>ood, <u>st</u>ood, <u>fo</u>t OU <u>co</u>uld, <u>sho</u>uld, <u>wou</u>ld  AW <u>pa</u>w, <u>ya</u>wn, <u>sa</u>w (w acts as a vowel) AU <u>sa</u>uce, <u>pa</u>use, <u>va</u>ult</p>	<p>1<sup>st</sup> / 2<sup>nd</sup> grade</p>

**6 Syllable Types**

<p><b>Closed Syllables</b></p>	<p>Syllables that have a single vowel followed by 1 or more consonants, like <u>ro</u>ck-<u>e</u>t or <u>ki</u>t-<u>t</u>en. These vowels typically make the short sound.</p>	<p>K/1<sup>st</sup> grade: can be introduced with short vowels</p>
<p><b>Open Syllables</b></p>	<p>Syllables that end with a vowel, like <u>yo</u>-<u>yo</u> or <u>ti</u>-ger. These vowels typically make the long sound.</p>	<p>1<sup>st</sup> grade</p>
<p><b>R-Controlled Syllables</b></p>	<p>Syllables that have a bossy r that follows a vowel, like <u>tar</u>-get or <u>dir</u>-ty.</p>	<p>1<sup>st</sup> grade: introduce with bossy r patterns</p>
<p><b>Vowel + Silent e Syllables</b></p>	<p>Syllables with a single vowel and a silent e at the end, like <u>bath</u>-<u>ro</u>be or <u>nin</u>e-ty.</p>	<p>1<sup>st</sup> grade: introduce with CVCe long vowel words</p>
<p><b>Vowel Team Syllables</b></p>	<p>Syllables with two vowels that act as a team, like <u>oat</u>-<u>me</u>al, <u>rain</u>-<u>bo</u>w, or <u>cow</u>-<u>bo</u>y.</p>	<p>1<sup>st</sup> / 2<sup>nd</sup> grade: introduce with vowel teams</p>
<p><b>Consonant +le Syllables</b></p>	<p>Ending syllables that have a consonant followed by an -le, like ta-<u>bl</u>e, ruf-<u>fl</u>e, or tur-<u>tl</u>e.</p>	<p>1<sup>st</sup> / 2<sup>nd</sup> grade</p>

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