Figure 2.7 Considerations for teaching phonics.

Practice	Considerations
Teach students to recognize and write single letter-sound correspondences.	Introduce letters that are very dissimilar in sound and appearance (e.g., /a/ and /t/) and gradually narrow the contrast in sound and appearance (e.g., /b/ and /d/).
Introduce short vowels and long vowels early so that students can form simple words.	Consonant-vowel-consonant (CVC), CVCC, and CVC-e words (silent e) compose most of the words in decodable and vocabulary-controlled texts.
Teach students to recognize and write blends, vowel and consonant digraphs, and more complex letter combinations in words.	Begin by introducing easier combinations such as /sh/ and /th/, progressing through vowel digraphs such as /ea/ and trigraphs such as /ght/ and /thr/.
Use explicit instruction of phonics to ensure all students are progressing at expected levels.	Use modeling with think-alouds and direct instruction to introduce skills. Use repetition, deliberative practice, and application through oral and written language to build automaticity.
Use synthetic, analytic, and analogy-based approaches to phonics instruction.	Young children benefit from each of these approaches, as each shows students how words are decoded.
Integrate phonics skills and knowledge into connected texts.	Deepen phonics knowledge by highlighting its use to decode familiar and unknown words in reading materials.
Teach to automaticity.	Students must develop automaticity in decoding in order to gain the cognitive space needed to comprehend and make meaning.

Source: Fisher, D., Frey, N., & Akhavan, N. (2020). *This is balanced literacy grades K–6*, p. 47. Corwin. Used with permission.