PHONICS FACT SHEET

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.

The Waterford.org Instructional Strands for Literacy are aligned with the Five Essential Components of Reading identified by the National Reading Panel.

STUDENTS RECEIVE EXPLICIT INSTRUCTION IN THE NAME, SHAPE, AND SOUND OF EACH LETTER.

Instruction is multi-modal: 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.

Embedded picture mnemonics support student learning.

A wide library of offline resources supports online learning.

STUDENTS RECEIVE DIFFERENTIATED FEEDBACK AS THEY WORK THROUGH INDIVIDUAL ACTIVITIES.

1ST INCORRECT
“Lowercase h. Try again.”

2ND INCORRECT
“This is capital H.”

“Click on all the capital H’s.”
WATERFORD PHONICS IS BUILT ON A SYSTEM OF MASTERY-BASED PROGRESSION.

To confirm student understanding, checkpoints are strategically placed throughout the sequence. Students move ahead if they are ready or circle back to review specific letter-sound correspondences as needed.

STUDENTS BEGIN BLENDING AND DECODING WORDS AS SOON AS THE FIRST GROUP OF LETTER-SOUND CORRESPONDENCES IS MASTERED.

Decoding instruction progresses from simple, short-vowel words to more complex patterns in a systematic sequence.

AS CHILDREN LEARN GROUPS OF LETTER SOUNDS, THEY APPLY THESE SKILLS AS THEY READ WELL-CRAFTED DECODABLE BOOKS THAT PROVIDE TARGETED PRACTICE WITH SPECIFIC LETTER PATTERNS.

WATERFORD PROVIDES EXPLICIT INSTRUCTION IN HIGH-FREQUENCY WORDS.

Students read, spell, and trace the word.

Students discriminate between the target word and similar words.

Students identify the word in connected text.