

Suggested Order of Alphabet Instruction Based on Degree of Difficulty Lesley Mandel Morrow (Pearson, 2015)	
<i>Note: Research demonstrates that learning is reinforced at a deeper and more lasting letter when children learn to write the letters concurrently with learning letter names and sounds.</i>	
Letters that are in their own names or classmate's names	a to z
Letters that are part of a classroom theme like transportation	b for boat, t for train, p for plane and c for car etc.
Vowels because they appear in almost all words	a, e, i, o, u
Letters that have a similar sound to their letter name	b, p, d
Letters that appear most frequently in print	r, t, n
Letters that don't say their own name	y, w, h
Letters that look similar to each other should be taught separately	m, n, w p, b, d, q l, n, h r, w, m, x, k, y t, f
Letters that do not appear frequently	q, x, z

Suggested Order of Phonics Instruction Based on Degree of Difficulty Lesley Mandel Morrow (Pearson, 2015)	
Note: The use of phonics requires children to learn letter sounds (phonemes) and combination of sounds associated with their corresponding letter symbols. Letters are not isolated but taught within the context of an entire word. Words are also looked at to detect patterns or chunks so children can move from one sound to a group of letters to decode words.	
Consonants	
Most common initial consonant sounds	f, m, s, t, h
The next set	l, d, c, n, g, w, p, r, k
Next	j, q, v
Last	x, y, z
Vowels	
Short vowels	cat, bed, hit, hot, cut
Long vowels	hate, feet, kite, boat, cute
Vowels in the middle and end of words	w, y
R-controlled vowels	car, for
Vowel pairs – digraphs – two vowels with a single sound	pail, sea
Vowel pairs – diphthongs – one vowel blends into another	toy, oil