FIRST STEP READING

36-Week Kindergarten Literacy Scope & Sequence — Revised with Handwriting & Sentence Writing

Printable teacher/parent planning guide. Suggested 36-week pacing aligned to the First Step Reading progression; this is not an official calendar or a verified list of all existing video titles. Handwriting and sentence-writing activities are recommended additions.

Daily lesson routine (25–35 minutes)

- 3 min: review letter sounds and taught high-frequency words using flashcards.
- 3 min: oral blending/segmenting and phonemic awareness.
- 5–7 min: teach new phonics pattern with video and guided decoding.
- 5–7 min: read the matching decodable book/story; discuss meaning.
- 5–7 min: model and practice the week's letter formation (air-write, trace, write).
- 5–7 min: model, compose, or write a sentence; check capital, spaces, punctuation.
- 2 min: quick mastery check; assign matching homework and printable flashcards.

Weekly teaching plan

Week	Phonics / reading focus	Letter formation (pencil movement)	Sentence writing progression
1	Alphabet, print direction	Prewriting: vertical/horizontal strokes; lowercase c, o; uppercase L, F	Say complete thoughts aloud; model a sentence.
2	Letter sounds A–E	Lowercase a, d; uppercase E, H	Letters vs. words vs. sentences; teacher models writing.
3	Letter sounds F–J	Lowercase g, q; uppercase T, I	Identify first word in a modeled sentence.
4	Letter sounds K–O	Lowercase l, t; uppercase C, O	Capital at the beginning; identify and circle it.
5	Letter sounds P–T	Lowercase i, j; uppercase Q, G	Practice writing a capital at sentence start.
6	Letter sounds U–Z; review	Lowercase h, b; uppercase D, P	Introduce finger spaces with a physical finger spacer.
7	Short A: 2-letter blending	Lowercase k; uppercase B, R	Write/copy two- and three-word sentences with spaces.
8	Short A: 3-letter blending; Mat and Pat	Lowercase n, m; uppercase J, U	Introduce period at the end of a telling sentence.
9	Short A: other word families	Lowercase r, p; uppercase V, W	Combine capital + finger spaces + period.
10	Short E: 2-letter blending	Lowercase u, y; uppercase X, Y	Copy decodable sentences; check all three conventions.
11	Short E: 3-letter blending; Red	Lowercase v, w; uppercase Z, A	Dictate and write a short sentence using taught patterns.
12	Short A/E review; Mat, Pat, Red	Lowercase x, z; uppercase M, N	Picture prompt: say sentence, then write with support.

Weekly teaching plan — continued

Week	Phonics / reading focus	Letter formation (pencil movement)	Sentence writing progression
13	Short I: 2-letter blending	Lowercase e; uppercase K	Introduce asking sentences and question marks orally.
14	Short I: 3-letter blending; Jim	Lowercase s, f; uppercase S	Practice writing questions with a question mark.
15	Short A/E/I mixed review	Review lowercase c-family and line letters	Alternate telling and asking sentences.
16	Short O: 2-letter blending	Review lowercase tall-letter family	Introduce exclamation marks in read-alouds.
17	Short O: 3-letter blending; Bob dog	Review lowercase arch family	Write a sentence about a picture with a period.

Week	Phonics / reading focus	Letter formation (pencil movement)	Sentence writing progression
18	Short A/E/I/O mixed review	Review uppercase line/curve families	Write one statement and one question.
19	Short U: 2-letter blending	Review lowercase cup/diagonal letters	Independent sentence check: capital, spaces, punctuation.
20	Short U: 3-letter blending; Mug	Review uppercase diagonals	Write a short decodable sentence from dictation.
21	All short vowels: cumulative story	Review lowercase e, s, f and trouble letters	Write two related sentences about the story.
22	Short-vowel fluency and assessment	Letter formation assessment; reteach weak strokes	Check sentence conventions independently.
23	Long A patterns and stories	Use uppercase for names and sentence beginnings	Write long-A sentences with teacher modeling.
24	Long E patterns and stories	Form letters in long-E words on writing lines	Add describing words to a sentence.

Weekly teaching plan — continued

Week	Phonics / reading focus	Letter formation (pencil movement)	Sentence writing progression
25	Long I patterns and stories	Practice spacing with longer words	Write two sentences on one topic.
26	Long O patterns and stories	Review capitals, descenders, baseline	Write sentences using a picture sequence.
27	Long U patterns and stories	Handwriting fluency in connected writing	Choose period or question mark.
28	Mixed long-vowel review	Correct formation of frequently reversed letters	Write 2–3 connected sentences.
29	Digraphs: sh, ch, th, wh	Practice letter joins/spacing without cursive	Write and reread digraph sentences.
30	Irregular vowel patterns: A/E	Form and write target words	Write a sentence using taught irregular patterns.
31	Irregular vowel patterns: I/O/U	Practice neat, readable handwriting	Use capitals and punctuation without prompts.
32	Consonant blends: beginning	Write blend words and short sentences	Expand sentences with who/what/where details.
33	Consonant blends: ending	Targeted letter-formation review	Write a short 3-sentence story.
34	Mixed patterns and decodable stories	Sustained writing practice	Edit writing for capitals, spaces, punctuation.
35	R-controlled vowels (intro/extension)	Letter formation review as needed	Write sentences with new vocabulary.
36	Cumulative reading and writing assessment	Assess uppercase/lowercase legibility	Independently write 3–4 related sentences and check conventions.

Handwriting movement families — full teaching order

Lowercase: c o a d g q | l t i j | h b k | n m r p | u y | v w x z | e s f. **Uppercase:** L F E H T I | C O Q G | D P B R J U | V W X Y Z | A M N K S. These are suggested movement families; follow one consistent manuscript stroke model.

Sentence writing: model → guided practice → independent application

Use the child-friendly cue: **“Capital at the start, finger spaces between, punctuation at the end!”** First model with a shared sentence, then let children orally rehearse, finger-space, write, and reread their own sentence. Introduce a period before question marks and exclamation marks. Use decodable words already taught, and support other words through shared writing.
Student checklist: ■ Capital letter at the beginning ■ Finger spaces between words ■ Punctuation at the end ■ Sentence makes sense ■ Letters formed clearly

Resource use and pacing notes

For each phonics focus: link the corresponding First Step Reading YouTube lesson, matching YouTube read-along book (where available), PDF homework, and PDF flashcards. Use the short-vowel cumulative character stories (Mat/Pat, Red, Jim, Bob the dog, Mug) when created and available. Do not assume a planned cumulative story or handwriting video already exists on the site. Review or extend a week based on mastery, rather than advancing automatically.