

The Phonics Companion Grapheme-Phoneme

Alignment to the Ontario Curriculum

This document outlines a sequence of phonics lessons aligned with the Ontario Kindergarten Curriculum for teaching grapheme-phoneme correspondences (GPC) including vowels, consonants, digraphs, and suffixes. It provides lesson numbers, phoneme symbols, and examples of sounds for each letter or letter combination.

GPC in TPC	TPC Lesson	ONT Kindergarten Curriculum GPC
a (/ă/)	Lesson 1	<a> (/ă/)
t (/t/)	Lesson 2	<t> (/t/)
s (/s/)	Lesson 3	<s> (/s/)
p (/p/)	Lesson 4	<p> (/p/)
i (/i/)	Lesson 5	<i> (/i/)
n (/n/)	Lesson 6	<n> (/n/)
r (/r/)	Lesson 7	<r> (/r/)
l (/l/)	Lesson 8	<l> (/l/)
e (/ě/)	Lesson 9	<e> (/ě/)
d (/d/)	Lesson 10	<d> (/d/)
f (/f/)	Lesson 11	<f> (/f/)
m (/m/)	Lesson 12	<m> (/m/)
o (/ö/)	Lesson 13	<o> (/ö/)
c (/k/)	Lesson 14	<c> (/k/)
g (/g/)	Lesson 15	<g> (/g/)
b (/b/)	Lesson 16	 (/b/)
u (/ü/)	Lesson 17	<u> (/ü/)
v (/v/)	Lesson 18	<v> (/v/)
k (/k/)	Lesson 19	<k> (/k/)
h (/h/)	Lesson 20	<h> (/h/)
w (/w/)	Lesson 21	<w> (/w/)
j (/j/)	Lesson 22	<j> (/j/)

GPC in TPC	TPC Lesson	ONT Kindergarten Curriculum GPC
z (/z/)	Lesson 23	<z> (/z/)
y (/y/)	Lesson 24	<y> (/y/)
x (/ks/)	Lesson 25	<x> (/ks/)
qu (/kw/)	Lesson 26	<qu> (/kw/)
ng (/ng/)	Lesson 27	<ng> (/ng/ as in the suffix -ing)
s (/z/) (as ending sound)	Lesson 28	<s> (/z/ as in the suffix -s; dogs)
sh (/sh/)	Lesson 29	<sh> (/sh/)
ch (/ch/)	Lesson 30	<ch> (/ch/)
th (/th/)	Lesson 31	<th> (/th/ as in thick)
ck (/k/)	Lesson 32	<ck> (/k/)
ff (/f/)	Lesson 33	<ff> (/f/)
ll (/l/)	Lesson 34	<ll> (/l/)
ss (/s/)	Lesson 35	<ss> (/s/)
wh (/w/)	Lesson 53	<wh> (/w/)
-ed (/d/)	Lesson 58	<ed> (/d/ as in the suffix -ed; filled)
-ed (/t/)	Lesson 59	<ed> (/t/ as in the suffix -ed; fixed)
-ed (/id/)	Lesson 60	<ed> (/id/ as in the suffix -ed; filled)
pearsoncanadaschool.com		(Ontario Kindergarten Curriculum 2026/27)

Ontario Kindergarten Curriculum (2026):

Phonics: Grapheme-Phoneme Correspondence

Kindergarten: A2.4; Grade 1: B2.3

Grapheme-phoneme correspondence (GPC) refers to the association between a grapheme (a letter or cluster of letters) and its corresponding phoneme, and vice versa. It may also be called *letter-sound correspondence*. Understanding this relationship enables students to read by relating graphemes to phonemes and blending phonemes together to sound

	Kindergarten	Grade 1	Grade 2
Knowledge and skills: grapheme-phoneme correspondence	Understanding the relationship between simple and high-frequency graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent	Understanding the relationship between simple, high-frequency, and complex graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent (Note: e in "VCe" below represents the silent e at the end of a word.)	
	<ul style="list-style-type: none"> producing the most common grapheme for each consonant sound, and the most common phoneme for each consonant grapheme, including: <ul style="list-style-type: none"> single consonants <s> as in sat, has <ch> <ck> <sh> <th> as in thick <wh> producing the most common grapheme for each short vowel sound and the most common phoneme for each vowel grapheme: <ul style="list-style-type: none"> short vowels: /a/, /i/, /o/, /u/, /e/ 	<ul style="list-style-type: none"> applying previously learned GPC concepts identifying: <ul style="list-style-type: none"> <-all>, <-oll>, <-ull> consonant patterns: <ph>, <nk>, soft <c> and soft <g> variation VCe patterns VCe exceptions long vowel sounds in VCC words: <-ild>, <-old>, <-ind>, <-olt>, <-ost> long vowel <y> = /ī/; <i> = /ī/; <e> = /ē/ <-le> words (e.g., <i>bundle</i>) r-controlled vowels long vowel teams: <ai>, <ay> = /ā/; <ee>, <ea>, <ey> = /ē/; <oa>, <ow>, <oe> = /ō/; <ie>, <igh> = /ī/; <oo>, <u> = /oo/; <oo> = /ū/; <ew>, <ui>, <ue> = /ū/ <au>, <aw>, <augh> = /o/ <ea> = /ē/, /ā/, /e/ <air>, <are>, <ear> = /air/ diphthongs: <oi>, <ooy> = /oi/; <ou>, <ow> = /ow/ silent letters: <kn> = /n/; <wr> = /r/; <mb> = /m/ 	

Notes: Include all high-frequency short vowels, single consonants, and digraphs <ch>, <ck>, <sh>, <th> as in **thick**, and <wh>.

Word-Level Reading and Spelling: Applying Phonics, Orthographic, and Morphological Knowledge

Kindergarten: A1.3, A2.5; Grade 1: B2.4, B2.5, B2.6; Grades 2–3: B2.1, B2.2, B2.3; Grade 4: B2.1

The English writing system is based not only on sound but also on meaning. *Orthographic knowledge* refers to the understanding of the English spelling system and its patterns, including grapheme positions and combinations in a word. *Morphological knowledge* refers to the understanding of how morphemes can be used to form words. A morpheme

is the smallest unit of meaning within words, including prefixes, suffixes, and bases. All words are made up of one or more morphemes. Students apply their consolidated phonological awareness and phonics knowledge, as well as their developing orthographic and morphological knowledge, to read and spell words in isolation and in various text contexts.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: applying phonics knowledge in reading and spelling	Reading and spelling CV, VC, and CVC words made of phonics patterns they have learned	Reading and spelling CVC, CCVC, CVCC, CCVCC, and CVCe words made of phonics patterns they have learned	Consolidating phonics knowledge in word reading and spelling increasingly complex multisyllabic words, with developing automaticity	Applying word reading and spelling skills to complex multisyllabic words, with increasing automaticity	
Looks like...	<ul style="list-style-type: none"> applying grapheme-phoneme correspondences (see A2.4) to word reading and spelling: <ul style="list-style-type: none"> when reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together when spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme 	<ul style="list-style-type: none"> applying grapheme-phoneme correspondences (see B2.3) to word reading and spelling: <ul style="list-style-type: none"> when reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together when spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme identifying the vowels of a multisyllabic word, splitting the word into its syllables, blending each syllable, and then blending each word 	<ul style="list-style-type: none"> applying phonics to read the individual syllables of multisyllabic words adjusting for close approximations when reading words, such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as <i>set for variability</i> 	<ul style="list-style-type: none"> adjusting for close approximations when reading words such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as <i>set for variability</i> 	
Knowledge and skills: applying orthographic knowledge in reading and spelling	<ul style="list-style-type: none"> Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate <p>(Note: Instruction in grapheme-phoneme correspondence should focus on teaching students the “most common spelling” grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)</p>				

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: applying morphological knowledge in reading and spelling	<ul style="list-style-type: none"> Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words: <ul style="list-style-type: none"> changing the word’s function or role in a sentence (e.g., changing a verb to a noun); changing the word’s pronunciation (e.g., medic vs. medicine); and/or uncommonly, changing the word’s spelling (e.g., hop vs. hopping, divide vs. division) Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words 				
Looks like...	<ul style="list-style-type: none"> beginning to use suffixes, including -s, -es, -ed, -ing recognizing that some suffixes can be pronounced in different ways (e.g., -s can be /s/ as in “cats” and /z/ as in “dogs”) orally working with groups of words with the same base (e.g., play, playing, playdate) recognizing affixes in oral or written language recognizing compound words during oral activities 	<ul style="list-style-type: none"> using prefixes, including un-, re-, in- (not), dis- using suffixes, including -ing, -er/-or, -est, -ly applying suffixes with and without base changes, including three common suffixing patterns: doubling, e-drop, and changing y to i understanding the three sounds of -ed and applying them to spelling using compounding to join bases (e.g., for book: note + book = notebook; boot + shelf = bootshelf), and affixing when appropriate 	<ul style="list-style-type: none"> using prefixes, including pre-, de-, a- (schwa), co-, uni-, bi-, tri-, mis-, dis- using suffixes, including -ion, -ure, -er, -or, -ist, -ish, -y, -ness, -able/-ible, -ful understanding that derivational affixes not only change the meaning of the word, but also can change the part of speech recognizing that as affixes are added, pronunciation may shift adjusting syllable stress and schwa to produce the correct pronunciation exploring derivational word families while adding affixes to a learned base (e.g., changing a verb to a noun: instruct + ion = instruction) 	<ul style="list-style-type: none"> using prefixes, including trans-, post-, inter-, intra-, over-, under-, sub-, non-, in-/im- (in/into), anti-, mid- using suffixes, including -ic, -al/-ial, -ous, -ive using adverbs (e.g., recognizing and using suffixes to form adverbs that describe a specific manner, period of time, or order -y, -ly, -ful, -less) recognizing and using bound bases understanding how words move across grammatical boundaries depending on their use and context (e.g., The students enjoyed their success (noun). → The successful (adjective) student aced the test. → We are successful (adjective). → She successfully (adverb) climbed the mountain.) using derivational families to support spelling words with a schwa sound (e.g., students can use define to choose a grapheme for the schwa in definition) 	<ul style="list-style-type: none"> using prefixes, including fore-, super-, semi-, en-/em- using suffixes, including -ant, -ent, -ate, -ism understanding how words move across grammatical boundaries depending on their use and context (e.g., The student was successful (adjective) and passed the test. → We are successful (adjective). → She successfully (adverb) climbed the mountain.) using derivational families to support spelling words with a schwa sound (e.g., students can use define to choose a grapheme for the schwa in definition)
Knowledge and skills: words with irregularities	<ul style="list-style-type: none"> Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units 				
Looks like...	<ul style="list-style-type: none"> applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word what, but they would memorize the vowel pattern. For example, in the word put, students use grapheme-phoneme correspondences to decode the <p> and <t> and memorize that the <u> has an unexpected pronunciation. 			<ul style="list-style-type: none"> applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word what, but they would memorize the vowel pattern. For the word should, students could use grapheme-phoneme correspondence to spell the /sh/ and apply the <ould> spelling pattern found in common words such as could and would. 	

Notes: Include <s> says /z/ as in dogs, and ending -ed lessons as they pertain to morphological awareness (i.e., the beginning use of suffixes, including: -s, -es, -ed, -ing thus recognizing that some suffixes can be pronounced in different ways [e.g., -s can be /s/ as in “cats” and /z/ as in “dogs”]).