

LINDA'S OG PHONICS PROGRESSION CHART

Group 1
a, b, c, f, h, i, j, k, m, p, t
g (goat), o, r, l, n, th, u, ch, e, s
sh, d, w, wh, y (C), v, z
VC and CVC - closed syllables
ff, ll, ss, zz (floss rule)
VCe - silent e syllable
VC/CVCe - (tad/pole)
Group 2-A
Long vowel monosyllables (o/open)
Ang, ong, ing, ung, ank, ink, unk, onk
Y (long i - my, long e, candy)
X, qu, ck, tch
ee
ai, ay
ea (eat)
ar (car), or (horn)
ind, ild, old, ost
oa
ur, ir
oe (toe)
ow (snow)
ed (rented), ed (jumped)
oo (food and book)
Group 2-B
u-e/oo
ow (plow)
ey (valley)
ou (ouch)
VC/CCV (lob/ster)
VCC/CV (pump/kin)
VCC/CCV (back/background)
Compound words
-s plural
r-controlled syllable type

Group 3-A
oi (boil), oy (boy)
igh (light)
ie (piece), ie (pie)
ph (phone)
ea (bread), ea (steak)
Open syllables
Long u/oo (tulip)
tion, sion
Hard and soft c and g
s/z (nose)
ou (soup)
au and aw
Schwa a (Alaska)
Doubling Rule
Group 3-B
-es plural
Suffixes
Possessives
Contractions
Group 4
Consonant -le syllables
ew
ei (ceiling), ei (vein), ei (eight)
ue
y-e (type)
eu (Europe, sleuth)
ui (juice, fruit)
Silent e rule (dive - diving)
Y rule (spy, spied, spying) (play, played, playing)

Group 5
silent letters: kn, mb, gh, gn,gu, ps, mn, wr, h, t, l
Ch/k (Christmas) ch/sh (Chicago)
y/i (gym)
Schwa (concept for all vowels)
i/e (radio)
ar, or /er/
War, oar /or/
Wor /er/ (word), ear /er/ (heard)
Ir /eer/, irr /eer/
Ci, si, ti /sh/
-que /k/
o /short u/ (wonder)
A /o/ (father)
Ou /u/
-age, -ain, -ture, -ous, -cial, -tial
-ance, -ence, -cal, -ial, -ious, -iate
-cian, -able, -ible

ORTON-GILLINGHAM VOWEL TEAMS PROGRESSION

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Early / Easier Vowel Teams

- ai – as in *rain*
- ay – as in *day*
- ee – as in *feet*
- ea – as in *seat* (long /■/)
- oa – as in *boat*
- oe – as in *toe*
- ie – as in *pie* (long /■/)

Middle-Level Vowel Teams

- ea – as in *bread* (short/■)
- ou – as in *out*
- ow – as in *cow*
- oi – as in *coin*
- oy – as in *boy*
- au – as in *haul*
- aw – as in *saw*
- ew – as in *few* or *new*
- ue – as in *blue* or *cue*
- ui – as in *fruit*

Other variants

- oo – as in *moon*
- oo – as in *book'
- ie – as in *chief*
- ei – as in *veil* or *either*
- ey – as in *they* or *key*
- au/aw variants in complex words (e.g. *because*, *lawyer*)
- ou/ow variants / (e.g. *soul*, *country*, 'glow')

Advanced / Syllable-Based Vowel Teams

- ea,ei,ie, eo,eu,oe, ui,ou in unstressed syllables or Latin/Greek roots
- Examples: *creature, leisure, conscience, geometric, feudal, poem, dialogue, biscuit, courageous*

Planning Lessons with the OG Progression Chart

1. Assess: Get a whiteboard and write the letters or letter combinations one by one, then ask your child to pronounce the sound for each. If the child cannot remember the sound when they see the letter or letters outside of words, circle it on the progression chart. Sound-symbol recognition must be automatic for the reader to pronounce unknown words when they come up in text. Anything not automatic will need to be retaught. You may want to divide the chart into sections and complete this in a few sittings to avoid overloading the child. Obviously, if the child is just learning their alphabet, you don't test the entire list. Use your judgement for where to stop, depending on what stage the child is at with reading.
2. Now teach in order: After you've circled everything you need to teach, start with the first item you circled, closest to the beginning of the list. Phonics patterns and concepts are best taught in a general order, but not every Orton-Gillingham style progression chart is exactly the same. Opinions differ on some letter combinations. For example, suffixes like -tion are generally placed in the advanced part of the chart, but because they appear so often in reading, some charts teach these sooner than others. My chart is a good basic place to start, but if you want to teach a combination that has come up recently in your reading, go for it!

Reach out to [Myhighimpacttutoring.com](https://myhighimpacttutoring.com) for a free consultation if you need more help with teaching phonics!