

SCOPE & SEQUENCE

The logo features a large light blue circle on the left. Inside this circle is a smaller dark green circle containing a white spiral. To the right of the large circle is a dark blue horizontal bar. The text 'S.P.I.R.E.®' is written in white, with the 'S' partially overlapping the dark blue bar. Below the 'S' is a small pink circle with a white spiral. The text 'Foundations:' is in white, followed by 'Sounds Sensible' in a larger white font.

S.P.I.R.E.® Foundations: Sounds Sensible

Multisensory Instruction in
Phonological Awareness and
Beginning Phonics

MTSS 

Intervention Appropriate

Grades PreK–8+



Letters in SPIRE Foundations: Sounds Sensible are introduced in order of how the sound of the letter is produced and utility to help students' build phonological awareness. Phonological awareness instruction has been shown to have a positive impact on the acquisition of reading and spelling.

STOPS are produced by completely stopping the air flow, then releasing it quickly. Air flows from your lungs and you stop it with your lips, then release.

Lesson 1: Introducing Letter **p**

Lesson 2: Reviewing Letter **p**

Lesson 3: Introducing Letter **b**

Lesson 4: Reviewing Letters **p, b**

Lesson 5: Introducing Letter **t**

Lesson 6: Reviewing Letters **p, b, t**

Lesson 7: Introducing Letter **d**

Lesson 8: Reviewing Letters **p, b, t, d**

Lesson 9: Introducing Letters **c, k**

Lesson 10: Reviewing Letters **p, b, t, d, c, k**

Lesson 11: Introducing Letter **g**

Lesson 12: Reviewing Letters **p, b, t, d, c, k, g**

FRICATIVES are produced with a constriction of air flow. The air forces its way around the articulator on its way. This results in a sound with a hissing or buzzing.

Lesson 13: Introducing Letter **f**

Lesson 14: Reviewing Letters **p, b, t, d, c, k, g, f**

Lesson 15: Introducing Letter **v**

Lesson 16: Reviewing Letters **p, b, t, d, c, k, g, f, v**

Lesson 17: Introducing Letter **s**

Lesson 18: Reviewing Letters **p, b, t, d, c, k, g, f, v, s**

Lesson 19: Introducing Letter **z**

Lesson 20: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z**

BEGINNING & ENDING SOUNDS

Lesson 21: Beginning Sounds **p, b, t, d, c, k, g, f, v, s, z**

Lesson 22: Ending Sounds **p, b, t, d, c, k, g, f, v, s**

AFFRICATES combine a fricative element with a Stop.

Lesson 23: Introducing Letter **j**

Lesson 24: Reviewing Beginning Sounds **p, b, t, d, c, k, g, f, v, s, z, j**

Lesson 25: Reviewing Ending Sounds **p, b, t, d, c, k, g, f, v, s**

NASALS are produced by diverting the air flow through the nose.

Lesson 26: Introducing Letter **m**

Lesson 27: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m**

Lesson 28: Introducing Letter **n**

Lesson 29: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n**

GLIDES are more like vowels because they involve less obstruction to the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 30: Introducing Letter **w**

VOWEL sounds are produced when the breath flows out through the mouth without being blocked by the teeth, tongue or lips.

Lesson 31: Introducing Letter **a**

Lesson 32 a-d: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a**

GLIDES are more like vowels because they involve less obstruction to the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 33: Introducing Letter **h**

Lesson 34: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h**

LIQUIDS are formed differently by the individuals who articulate them. This makes it harder to describe them and these are the most difficult for children to say. It involves some curling of the tongue.

Lesson 35: Introducing Letter l

Lesson 36: Reviewing Letters p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l

Lesson 37: Introducing Letter r

Lesson 38: Reviewing Letters p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r

The sound of “x” is made up of two sounds, /k/ and /s/, which combine to form /ks/.

Lesson 39: Introducing Letter x

GLIDES are more like vowels because they involve less obstruction to the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 40: Introducing Letter y

Lesson 41: Reviewing Letters p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r, x, y

**Visit epslearning.com to view our range of curriculum programs.
Questions? Contact your EPS Learning Account Executive.**

epslearning.com | 866.716.2820

