

SUPER SOR

Scope & Sequence

	Unit	Phonemes & Graphemes		Timeframe		Sight Word Science	Other Recommended Resources	Tips or Reminders
				2 Year	1 Year			
Simple Sounds	1	[a] [y]	A U	October Week 1	September	N/A	Pratique Phonémique Aline Abeille Lucie Tortue	Vowel Song *the only difference between pronunciation of I and U is the position of the lips. The lips must be stretched to form I, and rounded to form U
	2	[i] [ə]	I E	October Week 2		il est elle un une	Isabelle Iguane René Renard	
	3	[i] & [j] [ɔ] & [o]	Y O	October Week 3		il y a petit et grand gros	Olivier Coq	
	4	[b] [d] [p]	B D P	October Week 4	October Week 1	de dit/dis papa *belle *grand-papa	Helpful visual for discrimination Brigitte baleine David dragon Pierre Panda	*ensure these sounds are taught as STOP sounds (no aspirated vowel afterwards) *teach silent s and t at the end of words *take time to practice sorting & writing these letters properly to help with reversals
	5	[f] [t] [l]	F T L	November Week 1	October Week 2	le la tu ta lis/lit	Francine Fourmi Lise lapine Thomas Tigre Scénarios pour mieux écrire - Règle 1.3: La pirate	*teach F & L as continuous sounds *teach T as a STOP sound (no aspirated vowel afterwards) *start to introduce consonant blends at this time with L (BL, PL, FL)
	6	[ʒ] [ʁ] [s] & [z]	J R S	November Week 2	October Week 3	je sur *gris rose *regarde	Ginette girafe Remi requin Simon serpent Scénarios pour mieux écrire Règle 1.2: Le serpent Scénarios pour mieux écrire Règle 1.5 - La maison de Rosie	*S is pronounced like Z when it is squeezed between two vowels *J, R, and S are all continuous sounds *continue consonant blends with R * song Ginette giraffe is also for soft G, but orally this is the same sound

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Simple Sounds	7	[m] [n]	M N H	November Week 3	October Week 4	ma ami dehors, *maman *grand-maman	Martin mouton Nicolas Nounours Scénarios pour mieux écrire - Règle 2.3 (Le magicien Hélas)	*H has no IPA phonemic symbol *when you teach them that H is silent, tell them that it is not silent when with CH or PH & briefly discuss *M and N are continuous sounds
	8	[v] [ks] [j] [z]	V X Y Z	November Week 4	November Week 1	tu vas il/elle va vite vis/vit	Valérie vache Zache zèbre Décode - Niveau I (all books from Niveau I are now decodable)	*mention X, Y, W, & Z but focus on V *continue consonant blends with VR
	9	[k] & [s] [g] & [ʒ]	C G	December Week 1 & 2	November Week 2	c'est ce n'est pas ici, comme avec	Gabrielle grenouille Scénarios pour mieux écrire - Règle 1.1 (Le fromage) - Règle 2.5 (Ange ou dragon) - Règle 2.6 (Cerf ou caméléon)	*C & G are almost always hard (dur), except when they are followed by certain vowels: I, E, and Y
	10	[k]	K QU	December Week 3	November Week 3	que qui, quel/quelle est-ce que qu'est-ce que	Katherine Coccinelle Scénarios pour mieux écrire - Règle 1.4 - La bonne clé	
	Review			January	N/A	At this time I would complete an assessment with students using the following: <ul style="list-style-type: none"> - Systematic Decodable Readers, Book 7, Regarde le crabe - this book comes with a running record to assess each student I! - Decode & Draw, <i>Regarde l'animal</i> - also comes with a running record for quick assessment - any mandated screener to monitor progress (ex: Acadience Progress Monitoring) If you are doing centers, I would suggest re-using some centers for good practice (ex: segmenting), or creating centres with the decodable words and/or readers (ex: choose 3 decodable words & write a sentence, sort them, pair up with a partner to slide them out of the envelopes & read, summarize the decodable stories, read them to a partner, etc.) or sight words		

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Complex Sounds	11	[õ]	ON OM	February Week 1	November Week 4	bon mon son garçon ton	Gaston cochon	<p>*This is a nasal vowel that can be written two ways, with an n or an m. I show the poster for OM son that students are aware, but we primarily practice words with ON</p> <p>* A good time to discuss mon/ma, ton/ta, etc.</p> <p>* Also a good time to discuss bon/bonne (when you double the n or m, the nasal sound goes away)</p> <p>*This is the nasal vowel O; lips should be in the same place</p>
	12	[u]	OU	February Week 2	December Week 1	rouge joue pour tous / tout bonjour	Louis Ours	*ensure students differentiate orally between the sounds OU and U
	13	[wa]	OI	February Week 3	December Week 2	moi noir quoi voici vois / voit	Benoît oiseau	*considered to be a semi-vowel, this sound can also only be written one way
	14	[ʃ] [f]	CH PH	February Week 4	December Week 3	chaque cherche marche cache photo	Charles chat	*these french consonant sounds can each be written only one way. I teach them together as they both contain the letter H. PH [f] is so infrequently seen that we do not need to dedicate significant time to this sound.
	15	Common & Simple Digraphs Review		March	January Week 2	jour non toi nous vous	<p>I usually pause here to review the first three complex sounds to ensure that all students are picking up on the idea of digraphs (that two sounds can come together to make one sound).</p> <p>At this point, if you are following the 1-Year Timeframe and did not complete a reading assessment after the simple sound unit, I would complete one now.</p> <p>I also take this week to have students finish up any incomplete work from literacy centres.</p>	

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Complex Sounds	16	[e]	É ES ER EZ AI	April Weeks 1-2	January Week 3	des les mes bébé école	Émilie éléphant	*This vowel can be complicated for students to learn as it can be written in many ways. My posters show the following ways to make this sound: É like in éléphant, EZ like in nez, ET only when it is ALONE* ER when it is seen at the end of a word, like in dessiner pronunciation changes when we see E with R in the middle of a word. There are a few exceptions, generally when the word is short (mer, fer, etc.) AI when it is as the end of a word, like balai or j'ai; the pronunciation changes when it is not at the end ES only when it is in a SHORT WORD* (ex: les, mes, des, etc.)
	17			April Weeks 3 - 4	January Week 4	j'ai chez aller jouer je n'ai pas		
	18	[ɛ]	È Ê AI EI ET E + R E + C E + L	May Weeks 1-2	February Week 1	mère père frère très après	Ève escargot At this time, books from Une syllabe à la fois série bleue and série orange become decodable. I highly recommend using them. They are colour-coded to show syllables, and they are funny and engaging for students.	*This vowel sound is also quite complicated due to the many ways it can be written. My posters show the following ways to make this sound: È like in zèbre, Ê like in tête, EI like in reine; AI... when there are letters following it, like in lait or chaise; this sound is commonly pronounced as [e] ET like in jouet (also commonly seen in the pattern ette, which is made of the sound ET and TE E + R - when E is beside R, it will make the sound [ɛ] like in perles, but the R is still pronounced; E + L when E is beside L, it will make the sound [ɛ] like in miel, but the L is still pronounced; E + C when E is beside C, it will make the sound [ɛ] like in bec, but the C is still pronounced
	19			May Weeks 3-4	February Week 2	je vais je sais fais/faît j'aime fête		
		20	[e] vs. [ɛ] (All graphemes listed above)		June	February Week 3	aime faire chercher marchez caché	

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Complex Sounds	Unit I-10 Review		September Weeks 1-2	N/A	See Scope & Sequence for Units I-10 Use a variety of resources to review as a whole class while you set up class routines & complete initial assessments At this time, any of the books from Une syllabe à la fois série bleue and série orange all be decodable. I highly recommend using these texts for the entire review period until you begin unit 21 Scénarios pour mieux écrire - Règle 2.1: La lettre crochet, Règle 2.2: La balai magique			
	Unit II-15 Review		September Weeks 3-4	N/A	See Scope & Sequence for Units II-15 Use a variety of resources to review as a whole class while you begin working on Literacy Center routines Look ahead at which activities you would like to use for independent centers for new sounds, and set expectations by completing those activities to review the sounds already learned in Units II-15 (such as colouring, tracing, sentence writing, decodable texts, segmenting, & Sight Word Science activities like Frog Jump or the board game). This way, by the time you are learning new sounds, students will have a good understanding of routines & expectations.			
	16-20 Review		October	N/A	See Scope & Sequence for Units 16-20 Students often mix up the sounds É and Ê, and there are MANY ways to write them. So, in each week of October, I recommend reviewing Units 16-20, one week at a time. Repetition from last year is ok 😊			
	21	[ɛ̃]	IN AIN IM AIM EIN	November Week 1	February Week 4	la fin la main un dessin le matin faim (j'ai faim)	Alain singe	This is the nasal version of the vowel [ɛ]. The mouth should be in the same position when beginning the sound

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Complex Sounds	22	[ø] [œ]	EU ŒU	November Week 2	March Week 1 or 2 (adjust for March Break)	bleu/bleue une soeur je peux je veux il/elle veut	Chanson - le son EU	there are some very slight differences in pronunciation between these two vowel sounds. For example, think of DEUX [dø] vs SEUL [sœl]. However, this difference is very subtle, and the rules about the two sounds are not straightforward. So, for primary FI students, I teach them as the same sound. (EU like in fleur, ŒU like in cœur)
	23	[o]	AU EAU	November Week 3	March Week 2 or 3 (adjust for March Break)	beau beaucoup aussi saute jaune	Pauline sauterelle	these two spellings are pronounced the same as the letter O. [o] is known as a closed sound; like the sound O in rhino from my alphabet posters. This is typically the way that AU and EAU will be pronounced, like in sauterelle and bateau note that sometimes, they may also be pronounced as [ɔ], the open sound, like in the word dinosaur.
	24	[ã]	AN AM	November Week 4	March Week 4	blanc / blanche dans devant orange je mange	André Anquille	This is the nasal version of A, so the mouth should have a similar position. You can use this mouth position to teach the difference between the commonly confused sound ON and AN. ON should be rounded like when saying O, and AN should be quite open, like when saying A. AN and EN [ã] - this nasal vowel has four spellings, each with an N or an M AN like in gland EN like in enveloppe AM like in lampe EM like in tempête
	25		EN EM	December Week 1	April Week 1	en haut en bas prend/ prends comment entre	Scénarios pour mieux écrire - Règle 1.6 - Monsieur Champion At this point, many texts become decodable or nearly decodable, since the following digraphs & trigraphs are relatively uncommon in primary books.	
	26	Unit 21-25 Review		December Weeks 2-3 & January Week 2 (Before & After Winter Break)	April Week 2	encore quand au revoir un peu demain	All of the books from 1 syllabe à la fois in série rouge and série turquoise are decodable now.	During this time, I use the resources from Complex Sound Review.

Most books are now decodable. The rest of the sounds left to learn are uncommon, so I wouldn't worry about only selecting decodable texts from this point on.

However, to target certain sounds or for your readers still needing support, *1 syllabe à la fois* still has excellent books. [Série verte](#) and [série mauve](#) are longer and contain some of the complicated sounds and can be used throughout the Complicated Sounds portion of Super SOR for reading instruction.

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Complicated Sounds	27	[ij]	ILL ILLE	January Week 2	April Week 3	une fille une famille brilliant billet mordiller	Guillame gorille Lire en criant ciseau - La famille coquille	This sound combines the vowel [i] with the semi-vowel, [j].
	28	[aj]	AIL AILLE	January Week 3		taille travail detail chandail tailler	Lire en criant ciseau - Derrière la Muraille Chanson du son ail	This sound combines the vowel [a] with the semi-vowel, [j].
	29	[ɛj]	EIL EILLE	January Week 4	April Week 4	vieille pareil soleil Oreille réveille	Lire en criant ciseau - Mireille la petite Abeille Chanson du son eil	This sound combines the vowel sound [ɛ] with the semi-vowel, [j].
	30	[œj]	EUIL UEIL ŒUIL EUILLE UEILLE	February Week 1		feuille cueillir recueil recueillir fauteuil	Chanson du son euil	Written many ways, this sound combines the vowel [œ] with the semi-vowel, [j] EUIL (écureuil) and EUILLE (feuille) are the most commonly seen ways to write this sound UEIL (recueil) and UEILL (cueillir) also seen, such as in the word cueillir. The order of the E and U are reversed following the letters C and G exclusively ŒIL is also seen, although infrequently outside of the word œil

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Complicated Sounds	31	[wij]	OUILL OUILLE	February Week 2	May Week 1	grenouille chatouille mouille brouillon bouillir	Lire en criant ciseau - Gribouille dans son fauteuil Chanson du son ouil	Written only as OUIILL (brouillard) or OUILLE (grenouille), this sound is composed of the sound OU [u] and the sound ILL [ij], described above. However, when [u] is followed by another vowel, it is transcribed phonetically as [w], such as in the word oui [wi]
	32	[ɲ]	GN	February Week 3		ligne mignon souligne gagner enseignant	Lire en criant ciseau - Agnes araignée Chanson du son gn	GN [ɲ] - written only as GN (champignon), this sound is straightforward. It is included as a complicated sound as it is an uncommon sound. There are some exceptions in terms of pronunciation, but only with English cognates (ex: cognitif), but we do not get into this in Grades 1-3 :)
	33	[jɛ̃]	IEN	February Week 4	May Week 2	viens bien rien combien de rien	Chanson du son ien	IEN [jɛ̃] - written only as IEN (chien) this sound is composed of the semi-vowel [j] and the nasal vowel, [ɛ̃] it is worth noting and discussing with students that when -ne is added to the end, the sound [jɛ̃] is no longer heard (ex: musicien - musicienne)
	34	[wɛ̃]	OIN QUIN	March Week 1		besoin de le soin moins loin point	Chanson du son oin	OIN [wɛ̃] - written as OIN (foin) or QUIN (pingouin), this sound is composed of either the sound OI [wa] and the nasal vowel [ɛ̃]. It is most often found at the end of a word, although not always

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Complicated Sounds	35	[ɥ]	UI UY	March Week 2 or 3 (adjust for March break)	May Week 3	je suis oui lui aujourd'hui puis	Chanson du son ui	UI [ɥ] - written most often as UI (pluie) and occasionally UY (essuyer), as well as UE (tuer) this sound is rather complicated. We only scratch the surface of this sound in primary. Often, when U and I are together they will be pronounced as [ɥ], but not always. There are many rules and exceptions surrounding the pronunciation of this sound. Here is some more information about this complicated semi-vowel. For our purposes in elementary school, we practice the correct pronunciation of words with this sound (ex: huit, lui, pluie, etc.) This sound is saved for the end of the year as it is also not critical to discuss; if students read the sound U [y] and I [i], their pronunciation will be similar.
	36	[sjõ]	TION SION	March Week 4		attention passion action inclusion participation	Chanson du son tion	TION [sjõ] - written as TION (récréation) and SION [excursion], this sound is composed of the consonant sound S [s], the semi-vowel [j] and the nasal vowel [õ].
	37	[k]	QU	April Week 1	May Week 4	quelque quelque chose quelqu'un parce que qu'est-ce que	Chanson du son qu	QU [k] - this sound is saved for the very end as it is actually a repetition! The sound QU [k] is first taught during the SIMPLE SOUNDS portion of the Sound Science Program, with students learning the sound with the help of the adorable quokka. However, we revisit this sound at the end of the year again if we have time for two reasons: there are several long words containing these sounds that students often become confused by, that should be solidified (ex: est-ce que, qu'est-ce que, quelqu'un, etc.) QU is not ALWAYS pronounced as K! There is a small list of exceptions that students may have encountered during grades 1-3, which can be taught at this time such as aquarium, équilibreur, and équation.
	38	Review		March Week 1	June			I currently do not have any review resources for Complicated Sounds but hope to make some and post them in the summer of 2025.