

## Scope and Sequence: Phonological Awareness, Phonics and Spelling

Kindergarten	Pre-Primary	Year 1
<p><b>Phonological awareness:</b></p> <p><b>General sounds discrimination</b></p> <ul style="list-style-type: none"> <li>Environmental (animals, nature etc)</li> <li>Instrumental sounds (body percussion rhythm, voice sounds &amp; musical instruments)</li> </ul> <p><b>Working with words</b></p> <ul style="list-style-type: none"> <li>Identify when words end, count words in sentences, jump in hoops to signal words,</li> <li>Identify and compare long words and short words (orally)</li> </ul> <p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>Clap syllables and count syllables</li> <li>Segment words into syllables</li> <li>Blend syllables to make words (teacher says the syllables of a word slowly and children identify the word by blending the syllables together to make the word)</li> </ul> <p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>Identify first sound/s in words, making and saying tongue twisters e.g. Sammy sausage saved sally snake</li> <li>Play odd one out games (e.g. 'cap', 'cot', 'nap'- which one is the odd one out?)</li> </ul> <p><b>Rhyme</b></p> <ul style="list-style-type: none"> <li>Identify rhyming words through singing songs, rhymes and stories</li> <li>Create original rhymes with children</li> </ul> <p><b>Phonemic awareness:</b></p> <ul style="list-style-type: none"> <li>Introduce letter <u>sounds</u> (s, a, t, p, i, n)</li> <li>Identify/count the phonemes words with 2 and 3 phonemes</li> <li><u>Oral</u> blending and segmenting of words made from SATPIN sounds</li> <li>Blend, segment and manipulate the phonemes orally in 2 and 3 phoneme words (e.g. sat, pat, pit, cat)</li> </ul>	<p><b>Revise: Phonological awareness</b></p> <p><b>Phonemic awareness:</b></p> <p>Explicitly teach and play with all 44 phonemes (sounds) orally, using the sequence below, using 3-6 sounds at a time (eg. s a t p i n to begin)</p> <ul style="list-style-type: none"> <li>Identify/count sounds in words (nap = 3 sounds)</li> <li>Blend sounds in words (/b/ /a/ /t/ = bat)</li> <li>Segment sounds in words (pig = /p/ /i/ /g/)</li> <li>Manipulate/delete sounds (dig without the /d/ sound makes 'ig')</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Teach the relationship between sound and symbol (phonemes to graphemes) in a sequential order: s, a, t, p, i, n, o, b, m, c, g, h, d, f, e, k, v, l, r, u, j, w, z, x, y, 'ff'(sniff), 'll' (fill), ss (miss), zz (fizz),</li> <li>Blend sounds to make and spell words using known graphemes from the sequence above</li> </ul> <p><b>Read and spell:</b></p> <ul style="list-style-type: none"> <li>READ decodable words and sentences (e.g. A man sat on a map) by blending known graphemes to make CV, VC, VCC &amp; CVC words</li> <li>SPELL decodable words using known graphemes through games and structured activities (CV, VC, VCC, CVC, CVCC and CCVC words)</li> </ul> <p><b>High frequency words:</b></p> <ul style="list-style-type: none"> <li>Teach and practice identifying and reading irregular high-frequency words: the, to, go, no, I, and</li> </ul>	<p><b>Re-teach: Phonemic awareness skills from PP</b> * Orally Segment, blend, delete and manipulate the 44 phonemes to make words</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Revise sound-symbol relationship sequence from pre-primary</li> <li>Teach the following digraphs: 'sh' (ship), 'ch'(chop), 'th' (thin), 'ck' (kick), 'wh' (what), 'ng' (king), 'qu'* (queen), 'ee' (week) 'oo' (food),</li> <li>Provide opportunities to make words using these and other known graphemes through games and play</li> </ul> <p><b>Read and spell:</b></p> <ul style="list-style-type: none"> <li>Revise CV &amp; VC words (on, us)</li> <li>Revise CVC words (cat, dog)</li> <li>Revise and teach CCVC words (flip, stop)</li> <li>Revise and teach CVCC words (fist, jump)</li> <li>Teach CCVCC words (blank, stink),</li> </ul> <p><b>Spelling rules and affixes:</b> Explicitly teach the following spelling rules:</p> <ul style="list-style-type: none"> <li>Final 'e' rule- The 'e' is silent and is attached to the other vowel separated by a consonant (cake, bite)</li> <li>'k' precedes the vowels 'i' or 'e' (e.g. kite or kettle) &amp; 'c' precedes other vowel sounds (eg. cat or cone)</li> </ul> <p><b>High frequency words:</b></p> <ul style="list-style-type: none"> <li>Re-visit pre-primary high frequency words</li> <li>Teach the spelling of irregular high frequency words including: he, she, we, was, me, be, my, you, do, her, they, are, all, have, little, some, come, were, there, little, one, when, out, what, again, so</li> </ul> <p>*Q(u): Appears this way because Q always appears with 'u' i.e. queen, quilt, quiet, cheque etc</p>

## Year 2

### Phonics:

- Revise consonant digraphs from yr 1
- Teach two and three letter graphemes (digraphs): 'ai' (*rain*), 'ie', 'ir', 'ay', 'oa', 'oo' (*foot*), 'ar', 'or', 'ur', 'oi', 'oy', 'igh', 'ear' (*wear*), 'ow' (*show*), 'er', 'ou' (*found*), 'air', 'ure' (*sure*), 'aw' (*paw*), 'tch' (*catch*), 'ear' (*fear*), 'ow' (*how*)
- Practice applying phonics knowledge to decoding and encoding (reading and spelling) of unfamiliar words

### Read and spell:

- CCVC words (*drop, step*)
- CVCC words (*bank, belt*)
- CCCVC words (*strap, scrub*)
- CCVCC words (*crisp*) and CVCCC words (*mints*)
- Read and spell 2 syllable and 3 syllable words
- Teach the *spelling* of irregular high frequency words including: *said, have, like, some, come, were, there*
- Teach homophones of high frequency words including: *there, they're, there; two, to, too*

### Spelling rules and affixes:

Teach generalisations of spelling rules including:

- Doubling the final consonant rule before adding 'ing' (*hop becomes hopping*)
- c/k rule for /k/ in CCVC words
- soft 'c' (*mice*), soft 'g' (*cage*)
- Rules for adding suffixes: 'ing', 'ed', 'er', 'est', 'ful', 'ly'
- Teach contractions including: *don't, I'm, it's, isn't, can't, aren't*

### High frequency words:

- Read 100 high frequency words

## Year 3

### Phonics:

- Explicitly teach irregular spellings including: 'or' (*word*), 'ie' (*field*), 'a' (*far*), gn (*gnat*), 'ph' (*phone*), 'kn' (*knight*), 'st' (*listen*), 'wr' (*wrong*), 'lm' (*calm*), 'ue' (*blue*), 'ho' (*honest*), 'o-e' (*come*), 'mb' (*lamb*), 'l' (*blind*), 'ea' (*bread*), 'ore' (*more*), 'oar' (*board*), 'augh' (*taught*), 'ui' (*build*), 'mn' (*autumn*) 'dge' (*bridge*), 'are' (*care*)

### Read and spell:

- CCVCCC words (*thirst*)
- CCCVCC words (*string*)

### Spelling rules and affixes:

- Teach syllabification to assist spelling of more complex multi-syllabic words (*en/vir/on/ment*)
- Explore compound words through games as a strategy for assisting in spelling and understanding new words (*heartbeat, afternoon, scarecrow*)
- Teach contractions including: *we've, that's, they've, you've, won't, we're, they're, you're, what's.*

Teach the following suffixes:

- Suffix 'ly' to make adverbs
- Suffix 'er' for comparative (*faster, longer*), adding 'y' (*grassy*), 'est' for superlative (*biggest, longest*)

### High Frequency Words:

- Read 300 high-frequency words

## Year 4

### Phonics:

Teach more complex phonic rules including: 'aigh' (*straight*), 'er' (*sergeant*), 't' (*future*), 'u' (*bury*), 'eo' (*people*), 'i' (*ski*), 'sc' (*science*), 'au' (*gauge*), 'ch' (*chorus*), 'oo' (*flood*), 'ough' (*bought, bough, trough, tough, through*), 'ti' (*question*) 'ie' (*friend*), 'eo' (*leopard*), 'e' (*equal*), air (*fair*)

- Teach unstressed vowels (schwas) in the final positions including: 'er' (*teacher, water*)
- Teach the spelling of words including the sound /j/ (as in *giant* and *general*)

### Word origins:

- Tuning into morphology-discuss meanings auto (automatic), tele (telephone), trans (transform), circum (circumference)

### Spelling rules and affixes:

- Compound word building using known words
- Distinguish spelling and meaning of common homophones (to, two, too)
- Teach more complex contractions including: *what's, shouldn't, couldn't, wouldn't*
- Prefixes: 'bi', 'for', 'over', 'dis', 'pre', 'de', 're', 'non', 'un', 'mis', 'anti'
- Suffixes: 'ive', 'tion', 'ice'
- Suffixes: 'ed', 'ing', 'ly', 'age', 'ance', 'ful', 'less', 'ness' and 'ing' when adding to words ending in 'e' ('e' goes away when 'ing' comes to stay)
- Nouns ending in 'e' drop to make adjective (*bone-bony*)
- Suffix changing functions 'ify' 'ate' (*classify, passionate*)

### Plurals

- most nouns add 's' (*cliff-cliffs*)
- words ending in 'fe' add 've' (*half-halves*)
- words ending in 's', 'ss', 'x', 'z', 'sh', 'ch', add 'es' (fixes) words ending in 'y'-drop and add 'ies' (*dry-dries*)
- ending in 'o' add 'es' (*potatoes*)

## Year 5

### Spelling strategies:

- Use sounds, visual patterns and root words to spell multi-syllabic words
- Use phonics & morphology to spell new and unfamiliar words

### Explicitly teach irregular spellings:

- Teach unusual phonics: 'te' (righteous), 'ai' (said), 'ough' (through), 'ai' (plait), 'our' (journey)
- Tricky digraphs: *island*, *pneumonia*, *liquor*, *ocean*, *special*, *machine*
- The letter 'a' makes an /o/ sound after 'w' (*swamp*, *swan*, *swap*)
- Teach unstressed vowels (*boundary*, *business*)
- Common letter strings with different pronunciations including: *read/deaf* and 'igh', 'ough', 'ear', 'oo', 'ie', 'our'

### Word origins:

- Investigate simple *Latin roots* and meanings including: *prim* (*primary*), *anti* (*against*)
- Identify word root, derivations and spelling patterns as a support for spelling (mis-taken)

### Spelling rules and affixes:

- Revisit: adding 'ing'; soft 'c' before 'e', 'i' or 'y' for /s/; soft 'g' before 'e', 'i' or 'y'
- Teach and use unusual prefixes: 'ad', 'al', 'ag', 'ap', 'af', 'as', 'im', 'ir'
- Plurals for words ending in 'o' can be 's', 'es'
- Plurals for ending 'y': If a vowel precedes, add 's' (*boy-boys*), if a consonant precedes, drop 'y' and add 'ies' (*stories*)
- Teach generalizations including maintaining a short vowel sound before a 'g' which has the /j/ phoneme, by adding 'd', 'n', or 'l' before the 'g' (*judge*, *lunge*)
- Introduce antonyms to change a word from active to inactive including: 'ir', 'in', 'im', 'il'
- Teach and use less common suffixes including: 'im', 'ir', 'cian'
- Adding suffixes to words ending in 'y' including: 'ness', 'ment', 'ful', 'ous'
- Rule: 'i' before 'e' except after 'c' or when sounding like 'ay' (*neighbour* or *weigh*)

## Year 6

### Spelling strategies:

- Teach a multi-strategy approach to spell unfamiliar words including: sounds, syllables, visual patterns, syntax word origins and semantics
- Use a range of appropriate strategies to edit, proofread and correct spelling in own work
- Use a dictionary and thesaurus
- Teach metacognitive strategies 'what makes a good speller' etc

### Word origins:

- Teach meaning of *Greek roots* and list words containing these roots: 'aero' (*air*), 'hydro' (*water*), 'auto' (*self*), 'scope' (*look*), 'geo' (*earth*), 'photo' (*light*), 'phono' (*sound*), 'tele' (*far*)
- Teach *Anglo-Saxon* morphemes and words using word webs and word sorts to create new words, including: *ward*, *head*, *court*, *bear*, *come*, *knight*, *rain*, *self*, *king*, *hood*, *hand*, *some*, *bow*, *farm*, *year*, *cast*, *yonder*, *less*, *way*, *end*, 'un', *become*, 'ing', *high*
- Teach meaning of *Latin roots* and list words containing these roots: 'phobia' (*fear*), 'ology' (*study*), 'pre' (*before*)

### Spelling rules and affixes:

Explicitly teach the spelling rules in meaningful context and practice through the use of games:

- Teach generalisations including dropping one 'l' when adding the suffix 'full' for the word 'useful'
- Double consonant when adding 'ed', 'ing' or 'y' (*hopping*, *swimming*)
- To make nouns plural: After 'x', 'sh', 'ss' or 'ch', add 'es' (*ashes*, *wishes*, *boxes*)
- 'y' changes to 'i' when adding suffixes: 'es', 'er', 'ed', 'ly', 'est' or 'ness' (*noisily*, *naughtiest*)
- Verbs adding 'ing' and 'ed', changes to 'i' adding 'es' and 'ed'
- Prefixes- 'anti', 'inter', 'intro', 'sub', 'co', 'bi', 'oct', 'aqua'
- Suffixes- 'tion', 'cial', 'tious', 'age', 'ance', 'ive', 'ship', 'hood', 'ly', 'ful', 'cide', 'less', 'ness'
- Words ending in 'y'- change to 'i' and add 'ly'. Exception-when a vowel before the 'y', add the suffix 's', 'er', 'ed' (*valley-valleys*)

## Year 7

### Spelling strategies:

- Teach a multi-strategy approach to spelling unfamiliar words including: sounds, syllables, visual patterns, syntax, word origins and semantics
- Use a range of appropriate strategies to edit, proofread and correct spelling in own work
- Use a dictionary and thesaurus

### Word origins:

- Teach meaning of *Latin roots* and list words containing these roots: *aqua* (*water*), *annus* (*year*), *audio* (*hear*), *video* (*see*), *radio* (*ray*), *multi* (*many*), *uni* (*one*), *bi* (*two*), *tri* (*three*)
- Teach meaning of *Greek roots* and list words containing these roots using word webs and word sorts to create new words, including: *chrono* (*time*), *graph* (*to write*), *sphere* (*round*), *thermo* (*to write*), *semi* (*half*), *photo* (*light*), *tele* (*far*), *hydro* (*water*), *hyper* (*over*), *phobia* (*fear*), *scope* (*to look*), *cracy* (*rule of*), *phile* (*to love*)

### Spelling rules and affixes:

- Revise/ re-teach spelling rules and suffixes from Year 6
- Teach meaning and spelling of suffixes- fully, 'ly', 'ible', 'able', 'al', 'ally', 'ing', 'ed' (and practice using morpheme games)

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## **GLOSSARY:**

### **Phonological Awareness:**

Phonological awareness is an umbrella term that includes phonemic awareness but refers in the initial stages to an awareness of words, syllables and rhyme (see below). All phonological and phonemic awareness skills are learnt orally as it is this ability to identify and work with the sounds in spoken English that children need in order to make sense of the sound-symbol relationship

### **Phonological Awareness Includes:**

- Word Awareness e.g. “you can see the baby” has 5 words
- Syllable Awareness e.g. ‘baby’ has 2 syllables (ba/by)
- Onset-Rime Awareness e.g. ‘baby’ has the onset ‘b’ and the rime ‘aby’
- Phonemic Awareness e.g. ‘baby’ has 4 phonemes /b/ - /a/ - /b/ - /y/

### **Phonemic Awareness:**

The ability to hear and manipulate the individual sounds (phonemes) in spoken words.

- Identification: ‘fish’ has three phonemes /f/ /i/ /sh/,
- manipulation: swap the /f/ sound in ‘fish’ for the /d/ sound (dish)

### **Blending:**

Blending is a phonemic awareness skill that is directly related to the ability to decode (not to be confused with the teaching of blends such as ‘tr’ or ‘bl’, which are not endorsed by this scope and sequence)

Children start by *blending* larger units such as syllables and then phonemes to make words. Once they have learnt the sound-symbol relationship, they can be taught to blend letters to decode text.

- blending sounds: “listen to these sounds /s/ - /t/ - /ar/ tell me what word it makes” (star)
- blending for reading: child is trying to read a word, he needs to identify the individual letter-sound units and blend them together in order to read the word as a whole i.e. the letter ‘c’ makes the sound /c/, the letter ‘a’ makes the sound /a/ and the letter ‘t’ makes the sound /t/...../c/ - /a/ - /t/.....that says ‘cat’.

### **Segmenting:**

Is a phonemic awareness skill that is directly related to the ability to encode (spell). Children start by segmenting words into syllables and then into individual sounds. Once they have learnt the sound-symbol relationship, they can then use this knowledge to spell/write down words.

- segmenting: “let’s count the sounds in the word “ship” /sh/ - /i/ - /p/ (3 sounds)
- segmenting for spelling: child is trying to spell the word ‘dog’, she needs to segment the word into its sounds and then use the letters that represent them in order to write it down (the /d/ sound needs a letter ‘d’, the /o/ sound needs a letter ‘o’, and the /g/ sound needs a letter ‘g’)

### **Onset & Rime:**

The sounds at the start of a word up to the first vowel is known as the ‘onset’, what is left is known as the ‘rime’. Separating the onset from the ‘rime’ helps us hear and understand rhyme e.g. the word ‘bridge’ has the onset ‘br’, and the rime ‘idge’ (this helps us think of rhyming words such as ‘ridge’ and ‘fridge’). Onset is taught through alliteration games such as tongue twisters e.g.: ‘Peter Piper picked a pepper’. Rime/Rhyme is taught through songs, poems, nursery rhymes and games that focus on identifying or creating rhymes.

### **Sound-Symbol Relationship:**

Understanding the relationship between the spoken sounds in English and the symbols (letters) that are used to represent them.

**Synthetic Phonics:**

Synthetic phonics uses a part-to-whole approach that teaches students sound-symbol (phoneme to grapheme) relationships in an explicit, systematic sequence, beginning with the sound and linking to the written symbol. Students are taught small groups of graphemes during daily sessions so that they can begin immediately blending (reading) and segmenting (spelling) words. For example, after being taught the sounds & corresponding letters (phonemes & graphemes) for 's', 'a', 't', 'p', 'i', 'n', students can be supported to blend these together to read words such as 'spin', 'sap', 'pit' and 'pat'

**CV,VC,CVC, CCVC, CCVCC etc:**

Refers to words that are made of different combinations of vowels (V) and consonants (C) eg. CV (on), CCCVC (scrub)

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A letter situated between the symbol // refers to the *sound* of a letter and not the name. eg. /c/ = the initial *sound* of the word cat.