

# SPELD NSW Phonics and Morphology Scope and Sequence for Reading and Spelling

## Early Stage One – Reading and Spelling

This Early Stage One Scope and Sequence has a focus on phonics for reading and spelling. It also introduces the concept of morphology when adding a suffix does not change the base word. Each set also contains some high frequency irregular and partially irregular words for instruction.

This part of the Scope and Sequence covers the Basic Phonics Code and introduces some commonly used graphemes from the Extended Code.

The instruction for each Set should include previously taught phonics content (spaced practice) – refer to the Suggested Sample Words for examples of how this might be done. In addition, each set includes a specific revision topic of previously taught content.

Refer to the SPELD NSW website for more information and resources.

| Explicit Phonics for Reading Instruction                                | Sample Regular Words  | Irregular and Partially Irregular Words   | Explicit Spelling Instruction                      | Planned Revision            |
|---|---|---|--|-----------------------------|
| <b>Kindergarten – Term 1</b>  |   |   |  |                             |
| <b>Basic Code</b>   |   |   |  |                             |
| <b>Set K-1</b><br><b>s a t p i m f c</b><br><b>CVC Words</b>            | at, sat, sap, tap, mat, fat, cat, fit, sit                      | l, as, is, the, my                        | <b>s a t p i m f c</b>                             | -                           |
| <b>Set K-2</b><br><b>n d o r g</b><br><b>CVC Words</b>                  | not, dog, got, pig, gap, rap, rip, rot, dam, fad, dad, fan, fog | a, has, off                               | <b>n d o r g</b>                                   | -                           |
| <b>Kindergarten – Term 2</b>  |   |   |  |                             |
| <b>Set K-3</b><br><b>k b h l v e u</b><br><b>ck</b><br><b>CVC Words</b> | hen, sick, pack, pick, vet, let, kick, bet, bun, lick, hop      | his, to, of, for, see                     | <b>k b h l v e u</b>                               | Revision of Set K-1 content |
| <b>Set K-4</b><br><b>Morpheme - s, plural /s/ or /z/</b>                | sacks, socks, cats, cans, dogs, maps, tops                      | he, she, we, be, me                       | Adding the morpheme without changing the base word | Revision of Set K-2 content |
| <b>Set K-5</b><br><b>x y q u z j w</b><br><b>CVC Words</b>              | jet, wet, Jack, quit, quiz, zip(s), yack(s), yet, vet(s)        | was, do, her, are, too, let's, fell, will | <b>x y q u z j w</b>                               | Revision of Set K-3 content |
| <b>Set K-6</b>  | mixes, foxes, boxes   | no, go, so                                | What is a morpheme?                                | Revision of Set K-4 content |

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| Explicit Phonics for Reading Instruction                                 | Sample Regular Words  | Irregular and Partially Irregular Words                 | Explicit Spelling Instruction                                     | Planned Revision             |
|--|---|---|---|------------------------------|
| <b>Morpheme -es, plural</b><br>/uh//z/                                   |   | into, said, you, some, little                           | Adding the morpheme without changing the base word                |                              |
| <b>Set K-7</b><br><b>ff ll ss zz</b><br><b>CVC Words</b>                 | fuss, miss, buzz, bell(s), tell(s)  | have, give<br>say, day, play<br>look                    | Closed and open syllables<br><br>-ve                              | Revision of Set K-5 content  |
| <b>Kindergarten – Term 3</b>   |   |   |   |                              |
| <b>Set K-8</b><br><b>CVCC CCVC</b><br><b>Two syllable compound words</b> | sand, stop, click, clock(s), step(s), send, drip, drop, pram(s), grub<br><br>sunset, picnic, fusspot  | with, put, come, love, all                              | <b>CVCC CCVC</b><br><b>Two syllable words</b><br><b>CVCC CCVC</b> | Revision of Set K-6 content  |
| <b>Set K-9</b><br><b>Morpheme – ed past tense</b><br>/t/ or /d/          | jumped, clicked, kissed, puffed, missed, packed   | they, please, your, o'clock, Mrs, Mr, again, by         | Adding the morpheme without changing the base word                | Revision of Set K-7 content  |
| <b>Set K-10</b><br><b>Morpheme – ing continuous tense</b><br>/i//ng/     | fizzing, missing, kissing, buzzing, packing, telling  | were, there<br>tall, fall, ball                         | Adding the morpheme without changing the base word                | Revision of Set K-8 content  |
| <b>Set K-11</b><br><b>sh ch/tch th ng wh dge</b>                         | ship(s), shop(s), shock, fish, wish<br>chip(s), chop, chess, chick(s)<br>match, witch, patch<br>this, thin, moth<br>song(s), king(s), when, whack, edge, badge<br><br>shock-shocks-<br>shocked-shocking | where, why, who<br>what, want (was)<br>much, such, rich | <b>sh ch th ng</b>  | Revision of Set K-9 content  |
| <b>Set K-12</b><br><b>-le</b>  | wobble, middle, mumble, amble   |   | <b>-le</b><br><br><b>-Cle syllable</b>                            | Revision of Set K-10 content |

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| Explicit Phonics for Reading Instruction              | Sample Regular Words  | Irregular and Partially Irregular Words | Explicit Spelling Instruction          | Planned Revision             |
|---|---|---|--|------------------------------|
| <b>Extended Code</b>                                  |   |   |  |                              |
| <b>Set K-13</b><br><br><b>/ay/ - ai ay</b>            | say, day, play-<br>plays- playing-<br>played<br><br>main, pain, stain-<br>stained-staining  |   | <b>/ay/ - ai ay</b>                    | Revision of Set K-11 content |
| <b>Set K-14</b><br><br><b>/ee/ - ee ea e e y</b>      | me, we, be<br>(compare with<br>bee(s))<br><br>three, feet, see<br>(compare with<br>sea(s))<br><br>treat, seat<br><br>silly, bumpy, sticky |   | <b>/ee/ - ee ea e y</b>                | Revision of Set K-12 content |
| <b>Set K-15</b><br><br><b>/igh/ - igh ie y</b>        | by, cry, dry, my, fly<br><br>pie, die, lie<br><br>bright, fight, might  |   | <b>/igh/ - ie y</b>                    | Revision of Set K-13 content |
| <b>Kindergarten – Term 4</b>                          |   |   |  |                              |
| <b>Set K-16</b><br><br><b>/oa/ - oa ow</b>            | own, show, grow-<br>growing<br><br>boat, road   |   | Revision of Terms 1-3 spelling content | Revision of Set K-14 content |
| <b>Set K-17</b><br><br><b>m/oo/n – oo b/oo/k - oo</b> | soon, room, food<br><br>good, stood, wood   |   |  | Revision of Set K-15 content |
| <b>Set K-18</b><br><br><b>/ar/ - ar</b>               | car, far, arm, art,<br>bark, card, dark   |   |  | Revision of Set K-16 content |
| <b>Set K-19</b><br><br><b>/aw/ - or aw ore</b>        | for, born<br><br>paw, draw, crawl<br><br>more, chore, core  |   |  | Revision of Set K-17 content |
| <b>Set K-20</b><br><br><b>/ur/ - ur ir er</b>         | her, germ, herb<br><br>bird, dirt, first, girl<br><br>burn, church, hurt  |   |  | Revision of Set K-18 content |

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| Explicit Phonics for Reading Instruction | Sample Regular Words               | Irregular and Partially Irregular Words | Explicit Spelling Instruction | Planned Revision             |
|--|------------------------------------|---|-------------------------------|------------------------------|
| <b>Set K-21</b>                          | how, down                          |   |                               | Revision of Set K-19 content |
| <b>/ow/ - ow, ou</b>                     | sound(s), round                    |   |                               |                              |
| <b>Set K-22</b>                          | toy(s), boy(s)                     |   |                               | Revision of Set K-20 content |
| <b>/oy/ - oi, oy</b>                     | coin(s), join-joins-joining-joined |   |                               |                              |

## SPELD NSW Phonics and Morphology Scope and Sequence for Reading and Spelling

### Stage One – Year 1 – Reading and Spelling

The Stage One Scope and Sequence has a focus on spelling as well as reading. It incorporates phonics, spelling conventions and morphology in an integrated and systematic manner.

The content includes the most common graphemes in the Extended Phonics Code, the inflectional morphemes and some common derivational morphemes.

The instruction for each Set should focus on the new content, concept or skills to be taught and also incorporate previously taught phonics, spelling and morphology content (spaced practice) – refer to the Suggested Sample Words for examples of how this might be done. In addition, each set includes a specific revision topic of previously taught content.

This scope and sequence also contains irregular and partially irregular words for students to learn to spell, the spelling of these words should be revised regularly.

Refer to the SPELD NSW website for more information and resources.

| Phoneme                                    | Explicit Spelling Instruction (graphemes)   | Sample Regular Words   | Irregular and partially Irregular Words | Planned Spelling Revision    |
|--|---|--|---|------------------------------|
| <b>Year 1 – Term 1</b>                     |   |  |   |                              |
| <b>Set Y1- 1</b><br><br>/f/, /s/, /l/, /z/ | ff, ss, ll, zz at the end of syllable after short vowel spelled with one vowel letter             | stuff, dull, cross, fuzz<br><br>cross-crossed                        | said, use, very                         | -                            |
| <b>Set Y1- 2</b>                           | Vowel Suffixing Convention 1 - Doubling rule with -ed, -ing, -es<br><br>Morpheme -es third person | run – running<br>beg – begged<br>cross – crosses                     | were, they                              | -                            |
| <b>Set Y1- 3</b><br><br>/ay/               | ai ay   | sway, mailbox<br>strain, bandaid<br><br>play-playing-played          | friend, great, their                    | Revision of Set Y1-1 content |
| <b>Set Y1- 4</b><br><br>/ee/               | ee ea e y   | three, meat, teapot<br>bossy, we, even<br><br>teach-teaching-teaches | where, what, why, who, there            | Revision of Set Y1-2 content |
| <b>Set Y1- 5</b>                           | Initial and final spellings of /k/  | cat, cut, cat<br>kick, kept  | does, goes                              | Revision of Set Y1-3 content |

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| Phoneme   | Explicit Spelling Instruction (graphemes)   | Sample Regular Words  | Irregular and partially Irregular Words | Planned Spelling Revision     |
|---|---|---|---|-------------------------------|
| <b>Alternative spellings for consonant sounds</b> | /k/ - c_, k_ (initial spellings)<br><br>/k/ - _k, _ck (final spellings)             | pick, peek, peacock   |   |                               |
| <b>Set Y1- 6</b>                                  | -Cle syllable   | jumble, feeble, paddle  | your, you, our                          | Revision of Set Y1-4 content  |
| <b>Set Y1- 7</b>                                  | Vowel Suffixing Convention 2 - Dropping the final -e with -ed, -ing, -s             | mumble – mumbles – mumbling – mumbled   | one, once, two, twice                   | Revision of Set Y1-5 content  |
| <b>Set Y1- 8</b><br><br>/j/<br>/ch/               | dge, tch at the end of a syllable after a short vowel spelled with one vowel letter | badge, edge, fridge<br><br>match, witch, patch, matchstick<br><br>judge-judging-judged                      | they're, you're                         | Revision of Set Y1-6 content  |
| <b>Set Y1- 9</b><br><br>/igh/                     | igh ie y  | sky, spy, try<br>pie, die, lie<br>bright, might, daylight, highway<br><br>pie-pies<br>light-lights-lighting | kind, mind, find                        | Revision of Set Y1-7 content  |
| <b>Set Y1- 10</b>                                 | Vowel Suffixing Convention 3 - Changing the -y for an i with -ed, -ing, -es         | spy-spies-spied-spying  | many, any, other                        | Revision of Set Y1-8 content  |
| <b>Set Y1- 11</b><br><br>/oa/                     | oa ow   | own, show, rainbow, boat, road<br><br>show-showing-showed-shows   | open, come, some, other                 | Revision of Set Y1-9 content  |
| <b>Year 1 – Term 2</b>                            |   |   |   |                               |
| <b>Set Y1- 12</b><br><br>m/oo/n<br>b/oo/k         | oo<br>oo  | soon, food, gumboot, bedroom<br><br>stood, bigfoot  | put, pull, push, bush, full             | Revision of Set Y1-10 content |

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| Phoneme                              | Explicit Spelling Instruction (graphemes)                           | Sample Regular Words   | Irregular and partially Irregular Words | Planned Spelling Revision     |
|--------------------------------------|---|--|---|-------------------------------|
|                                      |   | hood-hoods-hooded  |   |                               |
| <b>Set Y1- 13</b>                    | Vowel Suffix – y  | snow-snowy<br>mood-moody<br>bubble-bubbly<br>fun-funny   | Australia                               | Revision of Set Y1-11 content |
| <b>Set Y1- 14</b><br><br><b>/ar/</b> | ar  | car, arm, art,<br>bark, dark,<br>carpark<br><br>art-arty<br>bark-barking-<br>barked                              | father, after,<br>fast, are             | Revision of Set Y1-12 content |
| <b>Set Y1- 15</b><br><br><b>/aw/</b> | or aw ore   | for, born<br>draw, crawl,<br>chainsaw<br>more, chore<br><br>snore-snoring-<br>snored                             | people                                  | Revision of Set Y1-13 content |
| <b>Set Y1- 16</b>                    | Consonant Suffix –ly<br><br>Suffixing Convention –<br>change y to i | sad-sadly<br>slow-slowly<br>funny-funnily  | Wednesday                               | Revision of Set Y1-14 content |
| <b>Set Y1- 17</b><br><br><b>/ur/</b> | ur ir er  | germ, herb<br>dirt, first, girl,<br>birthday<br>burn, turn<br><br>curl-curled-<br>curling-curly<br>first-firstly | work, worm,<br>word, world              | Revision of Set Y1-15 content |
| <b>Set Y1- 18</b><br><br><b>/ow/</b> | ow ou   | how, down<br>sound, ground,<br>download<br><br>sound-soundly-<br>sounded-<br>sounding                            | hour                                    | Revision of Set Y1-16 content |
| <b>Set Y1- 19</b>                    | Vowel Suffix –er, -est<br>(comparative)                             | big-bigger-<br>biggest<br>silly-sillier-silliest   | idea                                    | Revision of Set Y1-17 content |
| <b>Set Y1- 20</b><br><br><b>/oy/</b> | oi oy   | toy, boy<br>coin, hoist,<br>bitcoin  | two, to, too                            | Revision of Set Y1-18 content |

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| Phoneme   | Explicit Spelling Instruction (graphemes) | Sample Regular Words   | Irregular and partially Irregular Words         | Planned Spelling Revision     |
|---|---|--|---|-------------------------------|
|   |   | join-joins-<br>joining-joined<br>toy-toying-<br>toyed  |   |                               |
| <b>Set Y1- 21</b><br><br><b>/ear/</b>                 | ear                                       | ear, dear,<br>hear, near,<br>earring<br><br>clear- clearly-<br>clearest-<br>clearer-<br>clearing-<br>cleared- clears   | Animal  | Revision of Set Y1-19 content |
| <b>Set Y1- 22</b>                                     | Vowel Suffix -en                          | dark-darken<br>eat-eaten<br>gold-golden  | enough  | Revision of Set Y1-20 content |
| <b>Set Y1- 23</b><br><br><b>/air/</b>                 | air                                       | air, chair,<br>dairy, haircut<br><br>hair-hairy-<br>hairiest-hairier<br>air-airy-aired-<br>airing                      | by, bye   | Revision of Set Y1-21 content |
| <b>Year 1 – Term 3</b>                                |   |  |   |                               |
| <b>Set Y1- 24</b><br><br><b>/ure/</b><br><b>schwa</b> | ure<br>-er                                | cure, pure<br>better, mother,<br>after<br><br>clever- cleverly<br>pure-purely-<br>purest<br>cure-curing-<br>cured      | around,<br>another, again                       | Revision of Set Y1-22 content |
| <b>Set Y1- 25</b>                                     | Vowel Suffix -er, -or<br>(person who)     | doctor, actor,<br>tutor<br>teacher,<br>farmer  | about, asleep,<br>along                         | Revision of Set Y1-23 content |
| <b>Set Y1- 26</b><br><br><b>/ue/</b>                  | ew ue u_e                                 | few, new, stew<br>cue, argue,<br>continue<br>cube, cute,<br>newborn<br><br>rescue-<br>rescuing-<br>rescued-<br>rescuer | beside,<br>behind, below,<br>before,<br>between | Revision of Set Y1-24 content |



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| Phoneme  | Explicit Spelling Instruction (graphemes)     | Sample Regular Words   | Irregular and partially Irregular Words | Planned Spelling Revision     |
|--|---|--|---|-------------------------------|
| <b>Set Y1- 27</b><br><br><b>Alternative spellings for short vowels</b>     | /e/ - ea (head)<br><br>/o/ - /w/a (was, wash) | head, bread, breakfast<br><br>was, want, wash, squash<br><br>wealth-<br>wealthy-<br>wealthiest-<br>wealthier             | because                                 | Revision of Set Y1-25 content |
| <b>Set Y1- 28</b>  | Suffix -ful, -less                            | hair-hairless<br>hand-handful  | Love, glove, dove                       | Revision of Set Y1-26 content |
| <b>Set Y1- 29</b><br><br><b>Alternative spellings for consonant sounds</b> | /s/- c (city)<br><br>/j/ - g (gem)            | city, cent, acid<br><br>gem, gent<br><br>city-cities   | above, mother                           | Revision of Set Y1-27 content |
| <b>Set Y1- 30</b><br><br><b>/ay/</b>                                       | a_e a   | make, grape, backstage<br><br>table, baby<br><br>shake-<br>shaking-<br>shaker-<br>shaken- shaky-<br>shakier-<br>shakiest |   | Revision of Set Y1-28 content |
| <b>Set Y1- 31</b>  | Prefix re-                                    | make-remake-<br>remaking<br>take-retake-<br>retaking   |   | Revision of Set Y1-29 content |
| <b>Set Y1- 32</b><br><br><b>/ee/</b>                                       | e_e   | these,<br>concrete<br><br>delete-<br>deleted-<br>deleting  |   | Revision of Set Y1-30 content |
| <b>Set Y1- 33</b><br><br><b>/igh/</b>                                      | i_e   | hide, side,<br>white, pride,<br>icecream<br><br>white- whiten-<br>whitest- whiter-<br>whitening                          |   | Revision of Set Y1-31 content |

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| Phoneme   | Explicit Spelling Instruction (graphemes)                   | Sample Regular Words   | Irregular and partially Irregular Words | Planned Spelling Revision     |
|---|---|--|---|-------------------------------|
| <b>Set Y1- 34</b>   | Suffixing Convention – changing final f to v and adding -es | wife-wives<br>life-lives<br>loaf-loaves  |   | Revision of Set Y1-32 content |
| <b>Set Y1- 35</b>   | Prefix in-, out-  | inside, outside<br>outlaw, inlaw<br>outlook  |   | Revision of Set Y1-33 content |
| <b>Year 1 – Term 4</b>                                      |   |  |   |                               |
| <b>Set Y1- 36</b><br><br><b>/oa/</b>                        | o_e, o  | rope, home,<br>woke, those,<br>homework<br>over, no, most<br><br>rose- rosy-<br>rosier- rosier-<br>home-rehome-<br>rehomed |   | Revision of Set Y1-34 content |
| <b>Set Y1- 37</b><br><br><b>m/oo/n</b><br><br><b>b/oo/k</b> | u_e, ew, ue<br><br>oul                                      | blue, glue<br>blew, crew<br>flute, June,<br>sunroom<br><br>should, would,<br>could<br><br>glue- glued                      | through                                 | Revision of Set Y1-35 content |
| <b>Set Y1- 38</b>   | Prefix un-, non-  | do-undo-<br>undoing<br>stick- nonstick   |   | Revision of Set Y1-36 content |
| <b>Set Y1- 39</b><br><br><b>/aw/</b>                        | au  | launch, author,<br>August<br><br>launch-<br>relaunch-<br>launched  | war, warm,<br>reward, award             | Revision of Set Y1-37 content |
| <b>Set Y1- 40</b><br><br><b>/ear/</b>                       | eer   | deer, cheer,<br>steer<br><br>cheer-<br>cheering-<br>cheerful   |   | Revision of Set Y1-38 content |
| <b>Set Y1- 41</b>   | Suffix -ness  | ill-illness<br>lazy- laziness<br>silly- silliness  |   | Revision of Set Y1-39 content |
| <b>Set Y1- 42</b><br><br><b>/air/</b>                       | ear   | bear, pear,<br>wear, tear  |   | Revision of Set Y1-40 content |

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| Phoneme  | Explicit Spelling Instruction (graphemes)   | Sample Regular Words   | Irregular and partially Irregular Words | Planned Spelling Revision     |
|--|---|--|---|-------------------------------|
|  |   | tear-tearing   |   |                               |
| <b>Set Y1- 43</b><br><br><b>Alternative spellings for consonant sounds</b> | /n/ - kn<br><br>/r/ - wr<br>/n/ - gn<br>/k/ - ch<br><br>/sh/ - ch, ti, si, ci<br>/f/ - ph | knot, know, knee<br>write, wrist<br>sign, assign<br>chemist, school<br>chef, mansion<br>phone<br><br>knife- knives |   | Revision of Set Y1-41 content |
| <b>Set Y1- 44</b>  | Prefix over-  | overcome, overeat, oversleep   |   | Revision of Set Y1-42 content |

We suggest that homophone and irregular past tense words be taught alongside the corresponding words (eg when you teach meet, you can also teach meat and met and when you teach see you can also teach saw).

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