

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 in words where adding a suffix does not change the base word. Each set also contains some high frequency irregular (or irregular for now) 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	High Frequency Irregular Words	Explicit Spelling Instruction	Planned Revision
Kindergarten – Term 1				
Basic Code				
Set K-1 s a t p i m f c CVC Words	at, sat, sap, tap, mat, fat, cat, fit, sit	l, as, is, the, my	s a t p i m f c	-
Set K-2 n d o r g CVC Words	not, dog, got, pig, gap, rap, rip, rot, dam, fad, dad, fan, fog	a, has, off	n d o r g	-
Set K-3 k b h l v e u ck CVC Words	hen, sick, pack, pick, vet, let, kick, bet, bun, lick, hop	his, to, of, for, see	k b h l v e u	Revision of Set K-1 content
Kindergarten – Term 2				
Set K-4 Morpheme - s, plural /s/ or /z/	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
Set K-5 x y qu z j w CVC Words	jet, wet, Jack, quit, quiz, zip(s), yack(s), yet, vet(s)	was, do, her, are, too, let's, fell, will	x y qu z j w	Revision of Set K-3 content

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Explicit Phonics for Reading Instruction	Sample Regular Words	High Frequency Irregular Words	Explicit Spelling Instruction	Planned Revision
Set K-6 ff ll ss zz CVC Words	fuss, miss, buzz, bell(s), tell(s)	no, go, so into, said, you, some, little	-ve – English words don't end in v	Revision of Set K-4 content
Set K-7 CVCC CCVC Two syllable words	sand, stop, click, clock(s), step(s), send, drip, drop, pram(s), grub sunset, picnic, fusspot, rabbit, button	say, day, play look	CVCC CCVC Two syllable words	Revision of Set K-5 content
Set K-8 Morpheme – ed past tense <i>/t/ or /d/</i>	jumped, clicked, kissed, puffed, missed, packed	with, put, come, love, all	What is a morpheme? Adding the morpheme without changing the base word	Revision of Set K-6 content
Set K-9 Morpheme – es, plural <i>/uh//z/</i>	foxes, boxes	they, please, your, o'clock, Mrs, Mr, again, by	Adding the morpheme without changing the base word	Revision of Set K-7 content
Kindergarten – Term 3				
Set K-10 sh ch/tch th ng wh	ship(s), shop(s), shock, fish, wish chip(s), chop, chess, chick(s) match, witch, patch this, thin, moth song(s), king(s), when, whack shock-shocks- shocked	where, why, who what, want (was) much, such, rich	sh ch th ng	Revision of Set K-8 content
Set K-11 ing continuous tense <i>/i//ng/</i>	fizzing, missing, kissing, buzzing, packing, telling	were, there tall, fall, ball	Adding the morpheme without changing the base word	Revision of Set K-9 content
Set K-12	wobble, middle, mumble, amble		-le	Revision of Set K-10 content

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Explicit Phonics for Reading Instruction	Sample Regular Words	High Frequency Irregular Words	Explicit Spelling Instruction	Planned Revision
-le			-Cle syllable	
Extended Code				
Set K-13 /ay/ - ai ay a_e	say, day, play-plays- playing-played main, pain, stain-stained-staining cake, bake, game <i>homophones: tail-tale, ate-eight</i>	how, now, out	/ay/ - ai ay a_e	Revision of Set K-11 content
Set K-14 /ee/ - ee y	three, feet, see silly, bumpy, sticky	eight, straight	/ee/ - ee y	Revision of Set K-12 content
Kindergarten – Term 4				
Set K-15 /igh/ - igh y i_e	by, cry, dry, my, fly like, five, smile bright, fight, might <i>homophones: mite-might</i>	bean, pea	Revision of Terms 1-3 spelling content	Revision of Set K-13 content
Set K-16 /oa/ - oa	boat, road	pie, die, lie, tie		Revision of Set K-14 content
Set K-17 m/oo/n – oo b/oo/k - oo	soon, room, food good, stood, wood	home, those, grow		Revision of Set K-15 content
Set K-18 /ar/ - ar	car, far, arm, art, bark, card, dark	pull, push		Revision of Set K-16 content
Set K-19 /ur/ - ur ir	bird, dirt, first, girl burn, church, hurt	fast, last		Revision of Set K-17 content
Set K-20 /oy/ - oi oy	toy(s), boy(s) coin(s), join-joins-joining-joined	term, germ		Revision of Set K-18 content

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Early Stage 1, 2023 English Syllabus Outcomes and Content Links

Phonic Knowledge – ENE-PHOKW-01	
uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts	
Single-letter graphemes <ul style="list-style-type: none"> - match a single-letter grapheme with a phoneme - say the most common phoneme for single-letter graphemes (graphs) - blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts - segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts 	Sets K-1, K-2, K-3, K-5
Single-letter graphemes <ul style="list-style-type: none"> - blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts - segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words 	Sets K-4 to K-7
Digraphs <ul style="list-style-type: none"> - decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts - segment and encode CVC words containing consonant digraphs 	Sets K-6, K-8, K-9, K-10
Digraphs <ul style="list-style-type: none"> - decode words containing split digraphs and vowel digraphs - experiment with encoding high-frequency words containing split digraphs and vowel digraphs 	Sets K-13 to K-20

Reading fluency – ENE-REFLU-01	
reads decodable texts aloud with automaticity	
Automaticity <ul style="list-style-type: none"> - read words automatically then apply to texts - read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity 	Sets K-1 to K-20

Spelling – ENE-SPELL-01	
applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts	
Integrated spelling components <ul style="list-style-type: none"> - combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes 	Sets K-1 to K-20
Phonological component <ul style="list-style-type: none"> - segment single-syllable words into phonemes as a strategy for spelling 	Sets K-1 to K-8, K-10, K-13 to K-20
Phonological component <ul style="list-style-type: none"> - segment multisyllabic words into syllables and phonemes as a strategy for spelling 	Sets K-7 to K-20

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Spelling – ENE-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts	
Orthographic component - know that the digraphs zz, ss, ll, ff and ck do not usually start a word in Standard Australian English	Sets K-3, K-6
Orthographic component - know that words do not usually end with the letter v, and that ve is commonly used	Set K-6
Orthographic component - experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words	Sets K-13 to K-20
Morphological component - add the plural-marking suffix (s) to base nouns that require no change when suffixed	Sets K-4, K-9
Morphological component - experiment with the tense-marking suffixes to spell familiar base verbs	Sets K-8, K-11
Morphological component - spell high-frequency compound words and homophones comprising taught graphemes	Set K-7, K-13, K-15

SPELD NSW would like to thank Associate Professor Saskia Kohnen from the Macquarie University Reading Clinic for her valuable contribution to the development of this scope and sequence.

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