

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

Stage One – Year 1 – Reading and Spelling

The Stage One, Year 1 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 high frequency irregular words for students to learn to spell, the spelling of these words should be revised regularly.

At the start of Year 1, you may wish to revise some key elements of the Kindergarten Scope and Sequence and confirm that students have fundamental skills in place including knowledge of the basic code GPCs and the ability to blend and segment CVC, CCVC and CVCC words.

A number of the graphemes from the Extended Phonics Code included in this Stage 1 Scope and Sequence were also included in the Kindergarten Scope and Sequence. They have been incorporated into this Year 1 Scope and Sequence to enable instruction to focus on spelling using these graphemes. This repetition also allows for differentiated instruction to ensure that ALL students develop mastery of this key content.

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

Phoneme	Explicit Spelling Instruction	Sample Regular Words	High Frequency Irregular Words	Planned Revision
Year 1 – Term 1				
Set Y1- 1 /f/, /s/, /l/, /z/	ff, ss, ll, zz at the end of syllable after short vowel spelled with one vowel letter Base words with double consonants	stuff, dull, cross, fuzz cross-crossed rabbit, button	said, use, very	-
Set Y1- 2	Vowel Suffixing Convention 1 - Doubling rule with	run – running beg – begged cross – crosses jump-jumps	were, they	-

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Phoneme	Explicit Spelling Instruction	Sample Regular Words	High Frequency Irregular Words	Planned Revision
	taught vowel suffixes (i.e. -ed, -ing, -es) Morpheme -s/ -es third person			
Set Y1- 3 /ay/	ai ay a_e a Introduce soft c and g with the split vowel digraph	sway, mailbox strain, bandaid make, grape, race, backstage table, baby play-playing- played	where, what, why, who, when, there, here	Revision of Set Y1-1 content
Set Y1- 4 /ee/	ee y ea e_e Open and Closed Syllables	three, meat, teapot bossy these, concrete teach- teaching- teaches	great, eight, straight, weigh	Revision of Set Y1-2 content
Set Y1- 5	Vowel Suffixing Convention 2 - Dropping the final -e with taught vowel suffixes (i.e. -ed, -ing)	delete- deleted- deleting mumble- mumbling- mumbled	one, once, two, twice	Revision of Set Y1-3 content
Set Y1- 6 Alternative spellings for consonant sounds	Initial and final spellings of /k/ /k/ - c_, k_ (initial spellings) /k/ - _k, _ck (final spellings)	cat, cut, cat kick, kept pick, peek, peacock	does, goes, school, their, friend	Revision of Set Y1-4 content
Set S1-7 /ch/	ch tch at the end of a syllable / base word after a short vowel spelled with one vowel letter	match, witch, patch, matchstick match- matches	rich, much, such	Revision of Set Y1-5 content

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

Phoneme	Explicit Spelling Instruction	Sample Regular Words	High Frequency Irregular Words	Planned Revision
Year 1 – Term 2				
Set Y1- 8 /j/	dge at the end of a syllable / base word after a short vowel spelled with one vowel letter ge ending spelling for /j/ as English words don't end in j	badge, edge, fridge judge-judging-judged-judges	they're, you're	Revision of Set Y1-6 content
Set Y1- 9 /igh/	igh y i_e ie	sky, spy, try pie, die, lie bright, might, daylight, highway hide, white, icecream pie-pies light-lights-lighting		Revision of Set Y1-7 content
Set Y1- 10	Vowel Suffixing Convention 3 - Changing the -y for an i with vowel suffixes (except those starting with i)	spy-spies-spied-spying	kind, mind, find	Revision of Set Y1-8 content
Set Y1- 11 /oa/	oa ow o_e	own, show, rainbow, boat, road rope, those show-showing-showed-shows	many, any	Revision of Set Y1-9 content
Set Y1- 12 m/oo/n b/oo/k	m/oo/n b/oo/k	soon, food, gumboot, bedroom stood, bigfoot hood-hoods-hooded	open, though	Revision of Set Y1-10 content
Set Y1- 13	Vowel Suffix -y (creates an adjective)	snow-snowy mood-moody bubble-bubbly fun-funny	through bush, full should, would, could	Revision of Set Y1-11 content

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Phoneme	Explicit Spelling Instruction	Sample Regular Words	High Frequency Irregular Words	Planned Revision
			Australia	
Set Y1- 14 /ar/	ar, a	car, arm, art, bark, dark, carpark fast, past art-arty bark-barking- barked	come, some love, glove, dove	Revision of Set Y1-12 content
Set Y1- 15 /ur/	er, ir, ur	germ, herb dirt, first, girl, birthday burn, turn curl-curled- curling	father, after, are, half	Revision of Set Y1-13 content
Year 1 – Term 3				
Set Y1- 16	schwa	better, mother, after clever-cleverly	work, worm, word, world	Revision of Set Y1-14 content
Set Y1- 17	Consonant Suffix –ly (creates an adverb) Suffixing Convention – change y to i	sad-sadly slow-slowly funny-funnily	Wednesday	Revision of Set Y1-15 content
Set Y1- 18 /oy/	oi oy	toy, boy coin, hoist, bitcoin join-joins- joining-joined toy-toying- toyed	two, to, too	Revision of Set Y1-16 content
Set Y1- 19	-Cle syllable	jumble, feeble, paddle	your, you, our	Revision of Set Y1-17 content
Set Y1- 20 /aw/	or aw ore	for, born draw, crawl, chainsaw more, chore snore-snoring- snored	people, cure, pure, sure	Revision of Set Y1-18 content
Set Y1- 21	ow ou	how, down	another, again	Revision of Set Y1-19 content

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Phoneme	Explicit Spelling Instruction	Sample Regular Words	High Frequency Irregular Words	Planned Revision
/ow/		sound, ground, download sound-soundly-sounded-sounding		
Set Y1- 22	Vowel Suffix –er, -est (comparative, superlative)	big-bigger-biggest silly-sillier-silliest	hour, idea	Revision of Set Y1-20 content
Set Y1- 23 /ear/	ear	ear, dear, hear, near, earring clear- clearly- clearest- clearer- clearing- cleared- clears	animal	Revision of Set Y1-21 content
Year 1 – Term 4				
Set Y1- 24 /air/	air	air, chair, dairy, haircut hair-hairy-hairiest-hairier air-airy-aired-airing	by, bye	Revision of Set Y1-22 content
Set Y1- 25	Vowel Suffix -en (forms adjectives from nouns; creates a past participle)	dark-darken gold-golden eat-eaten take-taken	enough, rough, tough	Revision of Set Y1-23 content
Set Y1- 26 /ue/ m/oo/n	ew ue u_e	few, new, stew cue, argue, continue cube, cute, newborn blue, glue blew, crew flute, June, sunroom rescue- rescuing- rescued- rescuer	beside, behind, below, before, between	Revision of Set Y1-24 content

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Phoneme	Explicit Spelling Instruction	Sample Regular Words	High Frequency Irregular Words	Planned Revision
Set Y1- 27 Alternative spellings for short vowels	/e/ - ea (head) /o/ - /w/a (was, wash)	head, bread, breakfast was, want, wash, squash wealth- wealthy- wealthiest- wealthier	because	Revision of Set Y1-25 content
Set Y1- 28	Vowel Suffix -er, -or (person who)	doctor, actor, tutor teacher, farmer	about, asleep, along, above	Revision of Set Y1-26 content
Set Y1- 29 Alternative spellings for consonant sounds	/s/ - c (city) /j/ - g (gem)	city, cent, acid gem, gent city-cities	mother, brother, other	Revision of Set Y1-27 content
Set Y1- 30 Alternative spellings for consonant sounds	/n/ - kn, gn /r/ - wr /k/ - ch /sh/ - ch, ti, si, ci /f/ - ph	knot, know, knee, sign, assign write, wrist chemist, school chef, mansion phone knife- knives		Revision of Set Y1-28 content

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

Stage One – Year 2 – Spelling

The Stage One, Year 2 Scope and Sequence has a focus on spelling and it allows you to develop students' vocabularies alongside the spelling instruction. It uses a phonics framework to structure spelling instruction. It incorporates phonics, spelling choice and morphology and a wide range of vocabulary in an integrated and systematic manner.

The spelling instruction focuses on making accurate grapheme choices for particular phonemes (**Spelling Choice**), developing word specific knowledge (**WSK**) (ie, word specific spelling knowledge based on etymology, word meaning and spelling patterns), spelling with a broad range of morphemes and applying morphological spelling strategies.

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

Phoneme	Explicit Spelling Instruction	Sample Words for Spelling	Planned Revision 1	Planned Revision 2
Year 2 – Term 1				
Set Y2 -1	Revision of suffixing conventions			
Set Y2- 2 /ay/	Spelling Choice: ai or a_e or a or ay? WSK: alternative spellings for /ay/	aimless, cheesecake, major weight, straight, convey, obey		
Set Y2- 3 /ee/	Spelling Choice: ee or ea or e_e or e y or ey? WSK: alternative spellings for /ee/	athlete, oversee, chimney ceiling, deceive, receive	Revision of Set Y2-1 content	
Set Y2- 4	Suffix -ness (creates a noun)	ill-illness lazy- laziness silly- silliness	Revision of Set Y2-2 content	
Set Y2- 5	-Cle syllable	chortle, startle	Revision of Set Y2-3 content	Revision of Set Y2-1 content
Set Y2- 6	Suffix -ful, -less (full of / less of)	hair-hairless hand-handful	Revision of Set Y2-4 content	Revision of Set Y2-2 content
Set Y2- 7 /j/ /ch/ /k/	Spelling Choice: for final /j/, /ch/ and /k/	engage, awake, leech, stitch, hedge	Revision of Set Y2-5 content	Revision of Set Y2-3 content
Set Y2- 8 /igh/	Spelling Choice: igh ie y i_e i WSK: alternative spellings for /ee/	frightful, ally, minus, arrive eye, height, type, style, bye	Revision of Set Y2-6 content	Revision of Set Y2-4 content

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Phoneme	Explicit Spelling Instruction	Sample Words for Spelling	Planned Revision 1	Planned Revision 2
Set Y2- 9	Vowel suffix -able (able to) (where the base word doesn't change)	like-likeable, love-loveable	Revision of Set Y2-7 content	Revision of Set Y2-5 content
Year 2 – Term 2				
Set Y2- 10 /oa/	Spelling Choice: oa, ow or o_e, o WSK: alternative spellings for /oa/	below, loath, abode sew, owe	Revision of Set Y2-8 content	Revision of Set Y2-6 content
Set Y2- 11 m/oo/n b/oo/k	Spelling Choice: oo, ew, ue, u_e WSK: alternative spellings for m/oo/n Spelling Choice: oo, oul, u WSK: alternative spellings for b/oo/k	include, jewel, cartoon shoe, cruise sugar, wooden woman, wolf	Revision of Set Y2-9 content	Revision of Set Y2-7 content
Set Y2- 12	Vowel Suffix -ist (one who does or makes)	dentist, cartoon-cartoonist, final-finalist	Revision of Set Y2-10 content	Revision of Set Y2-8 content
Set Y2- 13 /ar/	Spelling Choice: ar or a WSK: alternative spellings for /ar/	grasp, alarm, fast half, heart, aunt, laugh	Revision of Set Y2-11 content	Revision of Set Y2-9 content
Set Y2- 14 /ur/	Spelling Choice: ur ir er or ear WSK: alternative spellings of /ur/	learn, worthy, hurdle journey, journal, were	Revision of Set Y2-12 content	Revision of Set Y2-10 content
Set Y2- 15	Prefix re- (back/again), de- (opposite of, undo)	make-remake-remaking take-retake-retaking rail-derail	Revision of Set Y2-13 content	Revision of Set Y2-11 content
Set Y2- 16 /oy/	Spelling Choice: oi oy WSK: Alternative spellings of /oy/	destroy, poison buoy, lawyer	Revision of Set Y2-14 content	Revision of Set Y2-12 content

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Phoneme	Explicit Spelling Instruction	Sample Words for Spelling	Planned Revision 1	Planned Revision 2
Set Y2- 17 /aw/	Spelling Choice: or aw ore au a ar WSK: alternative spellings for /aw/	awful, restore, audio, author, almost, wart bought, taught, you're	Revision of Set Y2-15 content	Revision of Set Y2-13 content
Set Y2-18	Prefix un-, non- (not)	do-undo-undoing stick- nonstick	Revision of Set Y2-16 content	Revision of Set Y2-14 content
Year 2 – Term 3				
Set Y2- 19	Vowel Suffix -ous (creates an adjective)	fame-famous vary-various grace-gracious	Revision of Set Y2-17 content	Revision of Set Y2-15 content
Set Y2- 20 /ow/	Spelling Choice: ow ou WSK: alternative spelling of /ow/	allow, aloud, coward, mountain, sour drought, plough	Revision of Set Y2-18 content	Revision of Set Y2-16 content
Set Y2- 21 /ear/	Spelling Choice: ear, eer, ere WSK: Alternative spellings of /ear/	sphere, interfere, appear, mountaineer fierce, serious, material	Revision of Set Y2-19 content	Revision of Set Y2-17 content
Set Y2- 22	Vowel Suffix -ion (state or condition) (where the base word is a free base)	active-activate- activation confuse-confusion infect-infection	Revision of Set Y2-20 content	Revision of Set Y2-18 content
Set Y2- 23 /air/	Spelling Choice: air, are, ear WSK: Alternative spellings of /air/	aware, repair, compare parent, area, they're	Revision of Set Y2-21 content	Revision of Set Y2-19 content
Set Y2- 24 /ure/	Spelling Choice: ure	failure, texture, nature, picture	Revision of Set Y2-22 content	Revision of Set Y2-20 content
Set Y2- 25	Contractions – not	isn't, wasn't, don't, can't, won't	Revision of Set Y2-23 content	Revision of Set Y2-21 content
Set Y2- 26 /ue/	Spelling Choice: ew ue u_e, u WSK: Alternative spellings of /ue/	refuse, nephew, venue, unit, computer, human Europe, eucalyptus	Revision of Set Y2-24 content	Revision of Set Y2-22 content

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Phoneme	Explicit Spelling Instruction	Sample Words for Spelling	Planned Revision 1	Planned Revision 2
Set Y2- 27 Alternative spellings for short vowels	/e/ - ea (head) /o/ - /w/a (was, wash) /u/ - ou, o	treasure, pleasant quality, waddle, waffle double, trouble, comfort, smother	Revision of Set Y2-25 content	Revision of Set Y2-23 content
Year 2 – Term 4				
Set Y2- 28	WSK: Alternative spellings of /s/	scent, muscle, cyclist	Revision of Set Y2-26 content	Revision of Set Y2-24 content
Set Y2- 29	Suffix -ment (creates a noun)	pave-pavement judge-judgement	Revision of Set Y2-27 content	Revision of Set Y2-25 content
Set Y2- 30	Contractions – personal pronouns	I'm, I'll, he's, we'll	Revision of Set Y2-28 content	Revision of Set Y2-26 content
Set Y2- 31	Prefix mid- (middle)	night-midnight, life-midlife	Revision of Set Y2-29 content	Revision of Set Y2-27 content
Set Y2- 32	Suffixing Convention – changing final f to v and adding -es	wife-wives life-lives loaf-loaves	Revision of Set Y2-30 content	Revision of Set Y2-28 content
Set Y2- 33 Alternative spellings for consonant sounds	WSK: alternative spellings for consonant sounds /n/ - kn, gn /m/ - mb, mn /r/ - wr, /f/ - ph, gh	design, gnash, gnome, knuckle autumn, column, crumb wiggle, wrestle rough, emphasis, triumph	Revision of Set Y2-31 content	Revision of Set Y2-29 content
Set Y2 – 34	Prefix over- (over)	overcome, overeat, oversleep	Revision of Set Y2-32 content	Revision of Set Y2-30 content
Set Y2 – 35	Suffix -ian (person who does or likes) Suffix -ist (one who does or makes)	magic-magician, library-librarian, vegetarian dentist, cartoon-cartoonist, final-finalist	Revision of Set Y2-33 content	Revision of Set Y2-31 content

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Phoneme	Explicit Spelling Instruction	Sample Words for Spelling	Planned Revision 1	Planned Revision 2
Set Y2- 36 Multiple roles of final silent - e	Marking non-plural Soft c Marking a content words / identify homophone Split vowel digraph	tense brace bye/ by awe/ or cake	Revision of Set Y2-34 content	Revision of Set Y2-32 content

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

Stage 1, NSW English Syllabus 2023, Outcomes and Content Links

Phonic Knowledge – EN1-PHOKW-01		
uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts		
	Year 1	Year 2
Single-syllable words - blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts - segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts	Sets Y1-1 to Y1-30	Sets Y2-1 to Y2-36
Single-syllable words - segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts	Sets Y1-3, Y1-4, Y1-9, Y1-11, Y1-26	Sets Y2-2, Y2-3, Y2-8, Y2-10, Y2-11, Y2-26
Single-syllable words - blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts - segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts	Sets Y1-3, Y1-4, Y1-9, Y1-11, Y1-12, Y1-14, Y1-15, Y1-18, Y1-20, Y1-21, Y1-23, Y1-24, Y1-26, Y1-27	Sets Y2-2, Y2-3, Y2-8, Y2-10, Y2-11, Y2-13, Y2-14, Y2-16, Y2-17, Y2-20, Y2-21, Y2-23, Y2-24, Y2-26
Single-syllable words - decode words with less common consonant digraphs and apply this when reading texts	Sets Y1-6, Y1-7, Y1-8, Y1-29, Y1-30	Sets Y2-7, Y2-28, Y2-33, Y2-36
Single-syllable words - decode words with trigraphs and quadgraphs and apply this when reading texts	Sets Y1-7, Y1-8, Y1-9, Y1-20, Y1-23, Y1-24	Sets Y2-2, Y2-7, Y2-8, Y2-11, Y2-13, Y2-14, Y2-17, Y2-20, Y2-21, Y2-23, Y2-24
Multisyllabic words - blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts - decode 2-syllable base words with common double consonants when reading texts	Sets Y1-1 to Y1-30	Sets Y2-1 to Y2-36

Reading Fluency – EN1-REFLU-01		
sustains reading unseen texts with automaticity and prosody and self-corrects errors		
	Year 1	Year 2
Automaticity - apply grapheme–phoneme correspondence to read words with automaticity	Sets Y1-1 to Y1-30	Sets Y2-1 to Y2-36

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

Spelling – EN1-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts		
	Year 1	Year 2
Phonological component - segment single-syllable words into phonemes as a strategy for spelling - segment multisyllabic words into syllables and phonemes as a strategy for spelling	Sets Y1-1 to Y1-30	Sets Y2-1 to Y2-36
Orthographic component - explain when to use double consonants to spell 2-syllable base words and apply this when spelling	Sets Y1-1, Y1-2, Y1-19	Sets Y2-5
Orthographic component - spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs	Sets Y1-3, Y1-4, Y1-9, Y1-11, Y1-12, Y1-14, Y1-15, Y1-18, Y1-20, Y1-21, Y1-23, Y1-24, Y1-26, Y1-27	Sets Y2-2, Y2-3, Y2-8, Y2-10, Y2-11, Y2-13, Y2-14, Y2-16, Y2-17, Y2-20, Y2-21, Y2-23, Y2-24, Y2-26
Orthographic component - explain that the consonant trigraphs, –tch and –dge, can end a base word immediately following a short vowel and apply this when spelling	Set Y1-7, Y1-8	Set Y2-7
Orthographic component - spell taught high-frequency contractions	-	Set Y2-25, Y2-30
Orthographic component - use extended phonic code for taught consonant phonemes	Sets Y1-1, Y1-6, Y1-7, Y1-8, Y1-29, Y1-30	Sets Y2-7, Y2-28, Y2-33, Y2-36
Morphological component - use spelling conventions when adding plural-marking suffixes	Sets Y1-2, Y1-5, Y1-10	Set Y2-1, Y2-32
Morphological component - use spelling conventions when adding tense-marking suffixes	Sets Y1-2, Y1-5, Y1-10	Set Y2-1, Y2-32
Morphological component - spell nouns ending in the suffix –er to indicate a person	Set Y1-28	-
Morphological component - use the comparative and superlative suffixes –er and –est	Set Y1-22	-
Morphological component - use the suffixes –ful, –y and –ly to spell taught high-frequency words	Sets Y1-13, Y1-17	Y2-6
Morphological component - use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs	Sets Y1-1 to Y1-30	Set Y2-1 to Y2-36

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Spelling – EN1-SPELL-01		
applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts		
Morphological component		Set Y2-15, Y2-18, Y2-31, Y2-34
- use common prefixes such as un-, re- and dis-		

Reference: Colenbrander, D., & Kohnen, S. (2021). Morphology and Etymology Scope and Sequence for Reading and Spelling (MESS-RS). Unpublished Scope and Sequence. Macquarie University Centre for Reading.

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