



SCOPE AND SEQUENCE

PROGRAM LEVEL	PHONEMES	WORDS / TITLE COUNT
Level 1	s a t p i n	20-65 Words 20 Fiction & 5 Non-Fiction
Level 2	d m g o c k c k e u r	65-140 Words 20 Fiction & 5 Non-Fiction
Level 3	b h j v w x y bb f ff l ll nn ss z zz	140-250 Words 20 Fiction & 5 Non-Fiction
Level 4	sh (shot), ch (chop), th (this), th (thing), qu (queen), ng (song), wh (when), ph (photo), g (gent), c (city), ve (have), cc, dd, gg, kk, mm, pp, rr, tt	250-400 Words 15 Fiction & 5 Non-Fiction
Level 5	ai (rain), ay (say), ea (eat), ee (free), ie (tie), igh (night), oa (boat), ow (show), ew (chew/few), ue (true/cue)	420-700 Words 15 Fiction & 5 Non-Fiction
Level 6	er (her), ir (bird), ur (turn), oi (coin), oy (toy), oo (look), oo (soon), ou (loud), ow (cow), ar (farm), or (for)	700-800 Words 10 Fiction & 5 Non-Fiction
Level 7	a_e (name), e_e (these), i_e (hide), o_e (home), u_e (huge), a (basic), e (me), y (silly), ey (key), i (child), y (my), o (no) , oe (toe), u (super), u (music)	810-900 Words 10 Fiction & 5 Non-Fiction
Level 8	a (bath), aw (jaw), oor (door), ore (store), ey (they), ea (great), air (chair), are (care), ear (bear), eer (steer), dge (bridge), tch (catch)	900-1000 Words 10 Fiction & 5 Non-Fiction
Level 9	ou (soup), o (to), ui (suit) ea (bread), or (word), ear (learn), u (put), oul (should), er (sister), ar (solar), or (doctor)	1000-1100 Words 5 Fiction & 5 Non-Fiction
Level 10	ge (large), ough (fought), ar (warm), al (walk), ear (fear), o (come), le (bottle), ch (echo), ti (station), se (mouse), ce (palace)	1100-1200 Words 5 Fiction & 5 Non-Fiction

SCOPE AND SEQUENCE (SUMMARY)		
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Process	Guide	Resource	Resource Example
Step 1	Explicit instruction of each phoneme/grapheme in isolation.	<ul style="list-style-type: none"> Introduce each phoneme (sound)/grapheme (letter) via flashcards and images of objects Introduce Super Sounds 	<p>Super Sounds - Revise the phonemes (sounds) for each of these letters.</p>
Step 2	Explicitly teach blending, segmenting and manipulation of each phoneme/grapheme through the introduction of VC, CVC and CCVC words.	<ul style="list-style-type: none"> Refer to the phonics activities on the inside front cover of each decodable reader to find helpful activities to encourage these skills Use Super Words to practise these skills 	<p>Play 'Word Stretch'. In this game the adult says a word and the child has to think about the sounds and segment the word by stretching the sounds as they say them. If the adult says 'hot' the child says /h/ /o/ /t/. Or if the adult says 'shop' the child says /sh/ /o/ /p/.</p> <p>Super Words Read these decodable words as quickly as you can!</p>
Step 3	Continued exposure to phoneme/grapheme via modelled, guided and independent reading practise.	ePlatform decodable readers <ul style="list-style-type: none"> Revise Super Sounds Refer to the Teaching Tip from each book Whole-class instruction of chosen reader via interactive whiteboard 	<p>Super Sounds - Revise the phonemes (sounds) for each of these letters.</p> <p>Teaching Tip - Encourage the child to slide their finger underneath a word. By sliding their finger they reinforce the blending of sounds to create words.</p>
Step 4	Increased fluency through consistent reading practise.	<ul style="list-style-type: none"> Read ePlatform decodable readers Complete custom-made worksheets for each book to consolidate student learning 	<p>Level 1 Book 1</p> <p>Fill in the missing letters to write the word that matches the picture.</p>
Step 5	Consolidation of phoneme/grapheme knowledge, then continue to the next level of ePlatform readers, returning to Step 1.	ePlatform decodable readers <ul style="list-style-type: none"> Read each book within the level sequentially to maximise student scaffolding 	

PROGRAM LEVEL	YEAR APPROX.	INTRODUCED PHONEMES/GRAPHEMES	PHASE	HIGH FREQUENCY WORDS INTRODUCED
Level 1	R	s a t p i n	2	a the and of to is you that he was for on I are as with his
Level 2	R	d m g o c k c k e u r	2	were we when your by after what all have from or one they words be this
Level 3	R	b h j v w x y bb f ff l ll nn ss z zz	2	out many then me their little other about which she do how said there here them
Level 4	R	sh, ch, th, th, qu, ng, wh, ph, g, c, ve, cc, dd, gg, kk, mm, pp, rr, tt	2/3	has good two our make like down boy so some would her
Level 5	1	ai, ay, ea, ee, ie, igh, oa, ow, ew, ue	3	my put come work no into ask again take go saw very says
Level 6	1	er, ir, ur, oi, oy, oo, oo, ou, ow, ar, or	3/5	around any another near where also know who before over
Level 7	1	a_e, e_e, i_e, o_e, u_e, a, e, y, ey, i, y, o, oe, u, u	5	once could use people away want school should
Level 8	2	a, aw, oor, ore, ey, ea, air, are, ear, eer, dge, tch	5/6	because colour called friend pretty someone sure last fire front
Level 9	2	ou, o, ui, ea, or, ear, u, oul, er, ar, or	5/6	favourite love does brother mother ball wolf
Level 10	2	ge, ough, ar, al, ear, o, le, ch, ti, se, ce	5/6	beautiful anyone through listen four anything played please water heart



Process	Guide	Resource	Resource Example
Step 1	Explicit instruction of each phoneme/grapheme in isolation.	<ul style="list-style-type: none"> Introduce each phoneme (sound)/grapheme (letter) via flashcards and images of objects Introduce Super Sounds 	<p>Super Sounds - Revise the phonemes (sounds) for each of these letters.</p>
Step 2	Explicitly teach blending, segmenting and manipulation of each phoneme/grapheme through the introduction of VC, CVC and CCVC words.	<ul style="list-style-type: none"> Refer to the phonics activities on the inside front cover of each decodable reader to find helpful activities to encourage these skills Use the Super Words at the back of each book to practise these skills 	<p>Play 'Word Stretch'. In this game the adult says a word and the child has to think about the sounds and segment the word by stretching the sounds as they say them. If the adult says 'hot' the child says /h/o/h/. Or if the adult says 'shop' the child says /sh/o/p/.</p>
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Level 2	R	d m g o c k c k e u r	2	were we when your by after what all have from or one they words be this
Level 3	R	b h j v w x y bb f ff l ll nn ss z zz	2	out many then me their little other about which she do how said there here them
Level 4	R	sh, ch, th, th, qu, ng, wh, ph, g, c, ve, cc, dd, gg, kk, mm, pp, rr, tt	2/3	has good two our make like down boy so some would her
Level 5	1	ai, ay, ea, ee, ie, igh, oa, ow, ew, ue	3	my put come work no into ask again take go saw very says
Level 6	1	er, ir, ur, oi, oy, oo, ou, ow, ar, or	3/5	around any another near where also know who before over
Level 7	1	a_e, e_e, i_e, o_e, u_e, a, e, y, ey, i, y, o, oe, u, u	5	once could use people away want school should
Level 8	2	a, aw, oor, ore, ey, ea, air, are, ear, eer, dge, tch	5/6	because colour called friend pretty someone sure last fire front
Level 9	2	ou, o, ui, ea, or, ear, u, oul, er, ar, or	5/6	favourite love does brother mother ball wolf
Level 10	2	ge, ough, ar, al, ear, o, le, ch, ti, se, ce	5/6	beautiful anyone through listen four anything played please water heart

Decodable Readers

Phonics Program

Instructional Guide



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