

PHONEMIC AWARENESS SCOPE AND SEQUENCE

Pre foundation

- identify an individual word in a sentence
- tap the syllable beats in a word
- identify first consonant sound in a spoken word when given multi-model prompts (cued artic, mouth placement)
- air-write and visualise letters
- identify first sound in a spoken word without prompts
- identify some words with the same onset, for example objects that start with the same letter as their name
- recognise some letter-sound relationships
- identify the beginning sound of a word
- identify familiar words or images which start with the same sound
- identify the beginning sound of my name and other familiar words

Foundation

- identify last consonant sound in a spoken word when given multi-model prompts (cued artic, consonant chart – feeling the sound, mouth shape)
- identify last sound in a spoken word without prompts
- blend cvc words
- segment cvc words
- blend sounds associated with letters when reading consonant-vowel-consonant words
- break words into onset and rime, for example c/at
- build word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot
- recognise the most common sound made by each letter of the alphabet, including consonants and short vowel sounds
- write consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words
- demonstrate that I understand spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds
- recognise and say the name and most common sound made by each upper and lower case letter of the alphabet, including consonants and short vowel sounds, such as /a/ in cat
- manipulate sounds in CVC words
- air-write and visualise cvc words
- read and spell one syllable common words
- air-write one syllable common words

Grade 1

- blend words with initial blends
- segment words with initial blends
- blend words with final blends
- segment words with final blends
- identify blends
- identify diagraphs

- discuss the difference between diagraphs and blends
- identify common spelling patterns for vowel sounds
- air-write and visualise common 1 and 2 syllable words
- air-write and visualise 1 syllable phonetic words with blends
- recognise short vowels, common long vowels and consonant diagraphs, and consonant blends
- read and spell 1 and 2 syllable common words
- understand how to spell one and two syllable words with common letter patterns
- understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound
- understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components
- identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables
- manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words
- manipulate sounds in one syllable words with blends

Grade 2

- segment words with consonant blends of 3 sounds
- blend words with consonant blends of 3 sounds
- identify how many letters make up one sound
- know what prefixes and suffixes
- read common suffixes and prefixes
- use common suffixes and prefixes in my writing
- link common suffixes -ing and -ed to tense in grammar
- manipulate sounds and letters in single syllable words with diagraphs and blends
- learn some generalisations for adding suffixes to words
- know common spelling patterns for all consonant and vowel sounds
- find patterns and identify spelling rules from patterns (c-k-ck, vowels after w, soft g or hard g, soft c or hard c, i before e)
- recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations
- understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words
- use visual memory to write high-frequency words and words where spelling is not predictable from the sounds
- air-write and visualise as a strategy for learning new words
- manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution
- identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters
- articulate what a syllable is and that every syllable contains a vowel

Grade 3

- produce word groups with patterns
- blend and segment complex syllables with both blends and digraphs
- manipulate sounds in complex syllables with both blends and digraphs
- read and spell common words with uncommon spelling patterns
- make reasonable attempts to read and spell unknown words using my knowledge of sounds, letters, spelling patterns, suffixes, prefixes and grammar
- know, read and use a range of suffixes and prefixes
- relate common suffixes and prefixes to grammar where relevant (eg. ly to adverbs, ous to adjectives, ing and ed to verbs, un/non to negation, dis to negatives, re to repetition)
- air-write and visualise words to develop my spelling and reading fluency
- identify which vowels are long and which are short
- identify differing common spelling patterns for long vowel sounds
- Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters
- Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word
- Understand how to use letter–sound relationships and less common letter combinations to spell words
- identify differing common and uncommon spelling patterns for long vowel sounds
- identify a range of prefixes and suffixes
- relate suffixes and prefixes to grammar (eg. ly to adverbs, ous to adjectives, ing and ed to verbs, un/non to negation, dis to negatives, re to repetition)
- find core words in multisyllabic words with prefixes and suffixes

Grade 4

- identify differing common and uncommon spelling patterns for long vowel sounds
- identify a range of prefixes and suffixes
- relate suffixes and prefixes to grammar (eg. ly to adverbs, ous to adjectives, ing and ed to verbs, un/non to negation, dis to negatives, re to repetition)
- find core words in multisyllabic words with prefixes and suffixes
- apply spelling rules (double l, ck-c-k, soft and hard g, soft and hard c)
- identify homophones and use context to choose the correct spelling (eg. their, they're, there)
- Understand how to use phonic generalisations to identify and write words with more complex letter combinations
- Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families
- Recognise homophones and know how to use context to identify correct spelling
- Understand that Australian Standard English is one of many dialects and that pronunciation of words varies (eg. Pronunciation of 'er' at the end of words)
- Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages

Grade 5

- create and practice word lists from misspelt words in from my writing
- analyse spelling patterns to create my own spelling rules (eg. What happens to vowels after a w?)
- create ways to remember problem words (eg. 'I owe you \$' for suffix ious)

- Recognise and write less familiar words that share common letter patterns but have different pronunciations
- Understand that the pronunciation, spelling and meanings of words have histories and change over time
- Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals
- separate words into syllables, sounds and letters

Grade 6

- explore word origins and the impact this has on spelling
- understand what accents are, that there are many accents in Australia and throughout the world and that accents affect the way words are pronounced
- Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words
- Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages
- Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English