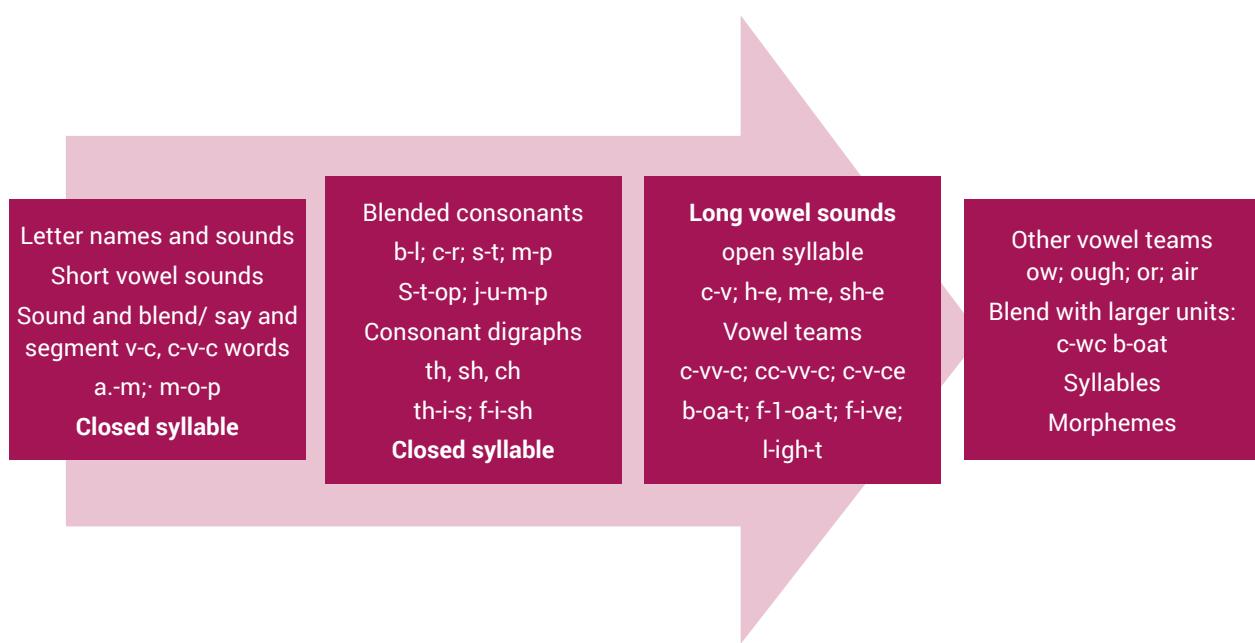




A scope and sequence of teaching word patterns

The diagram below gives a general overview of how English spelling patterns can be taught and learned efficiently. A scope and sequence is a guide for teaching the reading and spelling of words. The sequence shown below is based on the work of Ehri and provides a general guideline for teaching. It is important that the teaching and learning guided by the scope and sequence is also supported by the texts that children will read to apply the knowledge and skills of that stage. It should be possible to use a variety of published book series, even if the scope and sequence is slightly different.

The diagram below gives a general overview of how English spelling patterns can be taught and learned efficiently. A scope and sequence is a guide for teaching the reading and spelling of words. The sequence shown below is based on the work of Ehri and provides a general guideline for teaching. It is important that the teaching and learning guided by the scope and sequence is also supported by the texts that children will read to apply the knowledge and skills of that stage. It should be possible to use a variety of published book series, even if the scope and sequence is slightly different.



Stage 1: Teaching begins with the dependable spelling form of the closed syllable v-c and c-v-c words, such as pat, hen, sit, mop, but. A **closed syllable** is a combination of vowel followed by consonant so that the vowel is closed in by the consonant and becomes the short vowel sound.

Stage 2: Teaching proceeds to consonant digraphs (two letters, one sound: th, ch, sh). Words are still closed syllable/short vowel, such as this, chip, shop, with, fish.

This stage also includes teaching the specific skill of blending two consonants where each consonant represents its own sound (for example, blend c + l to say cl; other examples include tr, fl, st). The words are still closed syllable/short vowel, such as clap, trip, flan, stop.

Stage 3: This involves teaching that vowel sounds can also be long and sound like the name of the letter (A E I O U). They are spelled as open syllable or vowel teams. Open syllable is a consonant-vowel word (c-v, such as me). Vowel teams use graphemes for the long vowel sound, such as the digraphs in **boat**, **hope**, and **snow**; trigraphs such as **light**; and later patterns such as four letters for one sound in **though**.

Stage 4: Teaching moves on to other vowel sounds such as -r control (ar, er, or) and diphthong (the /ow/ sound in cow and found; or the /oi/ sound in coin and toy). This stage builds on all previous learning to spell multiple syllable words. Morphology is the key to the teaching and learning of spelling.

A note about learning to read the orthography of English

English has an opaque orthography where there is not always an exact match between the sounds of a spoken word and its written counterpart. Spoken English has 44 phonemes but only 26 letters of the alphabet. Each phoneme in English can be spelled using a grapheme. For example, the grapheme 'b' is used for the sound /b/; the grapheme 'th' represents one sound /th/; and the grapheme 'igh' represents long vowel sound /i/.

English spelling is tricky because different graphemes can be used to represent the same phoneme. In particular, the same vowel sound can have different spellings in different words. For example, the long vowel sound ē has different spellings in the words he, theme, see, sea, key, baby, and retrieve. Teaching these different sounds across a scope and sequence is important so learners have a chance to map each pattern gradually and associated with word meaning.

Although English orthography is less transparent than in other written languages such as Māori, Finnish, Spanish, and Italian, it still is largely predictable in spelling. Around 50% of words can be spelled accurately by direct phoneme-grapheme correspondence. A further 36% can be spelled using known patterns such as vowel teams. Another 10% are spelled accurately when word origin or meaning is considered: for example, the word 'said' comes from the word 'say' and keeps to past tense rules such as lay/ laid; the word 'subtle' uses the morpheme 'sub' to portray the meaning of the word. Fewer than 4% of words are true spelling oddities (examples include island and sword).

Knowledge about orthography is important for teaching because we need to tell students that English can be trusted once you know its patterns. It is important that we do not portray to students that English is random in its spellings. Knowledge about speech to print patterns and rules is important for explicit teaching, and for identifying and addressing any difficulties learners have.

A more detailed scope and sequence

This scope and sequence was created by Dr Christine Braid for Tātai Angitu, Literacy@Massey as at April, 2022 and will be continually developed. This is a suggested sequence and associated titles. It is important that the teacher uses their knowledge and expertise to determine the appropriate focus for any given lesson.

PHASE 1

1i SCOPE AND SEQUENCE CONTENT (approx. first term at school)	KNOWLEDGE	SKILLS	APPLICATION
Closed syllable short vowel V-C & C-V-C words	Letter-sound connections First sound/letters of sequence GPC: Grapheme/phoneme correspondence (see/say) PGC: Phoneme/grapheme correspondence (hear/find)	Letter formation of the first letters Using the taught GPCs: Blend sounds to read VC and CVC words Segment a VC or CVC word into sounds to spell it Teach some irregular h/f words	Using the taught GPCs and h/f words: Read words automatically Spell words with fluency Read a sentence using taught patterns Write a dictated sentence using taught patterns Read a text using taught patterns Check that reading matches meaning Retell main parts of story
Resources Teacher made sentences	Sunshine Phonics Set 1 s a t p i n m d	Little Learners Stage 1 s a t p i m f c	Phonics Plus Kākano i s a t p i n m o d
Assessments: Alphabetic knowledge of 1i	VC and CVC words to decode	High frequency words for this set	Read a text
1ii SCOPE AND SEQUENCE CONTENT (approx 2nd term at school)	KNOWLEDGE	SKILLS	APPLICATION
Closed syllable short vowel V-C & C-V-C words	Letter-sound connections next sound/letters of sequence	Letter formation of the next letters Using the taught GPCs: Blend sounds to read VC and CVC words Segment a VC or CVC word into sounds to spell it Teach some irregular h/f words	Using the taught GPCs and h/f words: Read words automatically Spell words with fluency Read a sentence using taught patterns Write a dictated sentence using taught patterns Read a text using taught patterns Check meaning. Discuss story
Resources	Sunshine Phonics set 2 g o b h e r f u l	Little Learners Stages 2, 3 g o b h e r d l n v q u z	Kākano ii b h e r f l c
Assessments: Alphabetic knowledge of 1ii	vc and cvc words using letters from Phase 1 and 2	High frequency words Phase 2	Read text at this level

¹ Kākano ii titles: *Tap, tap; Pop, pop in the pot; Tane and the bug; Nan in a net; Rat on the rug* (and new titles to come)

1iii SCOPE AND SEQUENCE CONTENT (approx 3rd term at school)	KNOWLEDGE	SKILLS	APPLICATION
Teach next sounds and letters Closed syllable short vowel doublets C-V-CC ck, ss, ff, ll digraphs th, sh, ch, ng	Letter-sound connections all single letters (GPC and PGC) Letter formation of all alphabet Add h/f words	Letter formation of all the letters Using the taught GPCs: Blend sounds to read VC and CVC words Segment a VC or CVC word into sounds to spell it CC-V-C / C-V-CC Blend adjacent consonants (eg cl, br, st, -mp) C-C-V-C and C-V-C-C Teach some irregular h/f words	Using the taught GPCs and h/f words: Read words automatically Spell words with fluency Read a sentence using taught patterns Write a dictated sentence using taught patterns Read a text using taught patterns
Resources	Sunshine Set 3 c k ck j qu v w x y z Sunshine Set 4 (books 1-4) Zz ff ll ss	Little Learners Stage 4 j u k x w; 4plus ss ff ll Stage 5-6 ck sh ch th ng	Kākano iii² j k v w y z sh ch th ng Tupu i³ ss ff ll
Assessments: Alphabetic knowledge of 1iii From Observation survey: stanines for Alphabet; HRSIW; Writing vocabulary; Burt	vc, cvc, ccvc, cvcc words using letters from 1iii	High frequency words from Phase 1	Read text from this level
PHASE 2	SCOPE AND SEQUENCE CONTENT	KNOWLEDGE	SKILLS
Spelling patterns for long vowel sounds Open syllable C-V (eg he, go) Vowel digraphs C-VV-C (eg rain, boat) Split digraph (a_e, i_e, o_e, u_e)	Open: eg me, go, hi Vowel digraphs: ai/ay; ee/ea; igh/ie; oa/ow; ue/oo GPC and PGC	Blend c-v and c-vv-c to read words (GPCs) Segment those words to write (PGCs)	Using the taught GPCs and h/f words: Read and spell words automatically Write a dictated sentence Beginning to apply spelling patterns Read texts in that scope
Resources	Sunshine Set 4 (books 5-10) ai; ee; igh; oa; oo/oo	LLLL Stage 7.1 ai/ay; ee/ae; igh/ie; oa	Tupu ii⁴ oo; a-e; i-e; o-e; u-e; Mahuri -ed -ing ai ea oa, ow -ay -igh, -y ph
Colour wheel levels introduced as appropriate to learner Eg Blue to Turquoise as can be managed by learners			
Assessments: Alphabetic principle of Phase 2 From Observation survey: stanines for Alphabet; HRSIW; Writing vocabulary; Burt; Quick phonics screener	words using spelling patterns CVVC CVCe	High frequency words from phase	Read text from this level

² Kākano iii titles: Get to the vet; Weka gets wet; Chit chat; Zip and zap; Huhu in mud- (and new titles)³ Tupu i titles: Dress up Hullaballoo; A batch of pancakes; a fun quiz; Swim day; Weka in a flap; Frog in a log; Weka helps out; (and new titles)⁴ Tupu ii titles: Ride to the top; Vote for Fin; Hoot Hoot; Be Brave

PHASE 3

SCOPE AND SEQUENCE CONTENT	KNOWLEDGE	SKILLS	APPLICATION
Other vowel sounds and teams	-R controlled vowels Diphthongs (oi/ow) Split vowel diagraph if not already introduced (a_e; i_e; o_e; u_e)	Use GPCs to decode words with these patterns Select an appropriate PGC in spelling words	Starting to apply to a broader range of text. Spelling - able to apply spelling pattern
Resources Add Levelled texts (colour wheel) as appropriate	Sunshine Sets 5-6	Little Learners stage 7.2, 7.3, 7.4,	Mahuri ⁵ ar, er, ir, ur, or
Assessments: Alphabetic principle of phase 3	Burt reading	Quick Phonics screener ⁶	Oral Reading fluency ⁷
PHASE 4	KNOWLEDGE	SKILLS	APPLICATION
Multi syllable	Complex morphemes: prefixes suffixes bases	root words	Tie in with a spelling programme
Resources Levelled texts Turquoise plus	Sunshine Sets 7	Little Learners stage 7.5	Rākau
Assessment: Spelling assessment	Burt reading	QPS	ORF

⁵ Titles: *Flax on the farm; Nat's first game*⁶ <https://www.sfdr-cisd.org/media/gaidhbg0/quick-phonics-screener.pdf>⁷ <https://fivefromfive.com.au/assessing-fluency/>