

Kindergarten

NSW K-2 English Syllabus Outcomes

- **ENE-PRINT-01:** tracks written texts from left to right and from top to bottom of the page and identifies visual and spatial features of print.
- **ENE-PHOKW-01:** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.
- **ENE-REFLU-01:** reads decodable texts with automaticity.
- **ENE-SPELL-01:** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts.

Assessment

- | | |
|---|---|
| <ul style="list-style-type: none"> • Read and write GPCs • Blend phonemes to read simple words • Read camera words in isolation, and in context • Read decodable phrases, sentences and texts | <ul style="list-style-type: none"> • Segment to spell simple words • Spell camera words • Write decodable phrases and sentences <p><i>See assessment schedule.</i></p> |
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Syllabus Content

Students:

- understand that written Standard Australian English uses letters to represent sounds
- match a single-letter grapheme with a phoneme
- say the most common phoneme for taught 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 VC and CVC words and apply this knowledge when creating texts
- 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.
- decode and blend words containing consonant digraphs⁴¹ and apply this when reading texts, including decodable texts
- segment and encode CVC words containing consonant digraphs
- decode words containing split digraphs and vowel digraphs
- experiment with encoding high-frequency words containing split digraphs and vowel digraphs.

Students:

- read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity
- combine phonological, phonic, orthographic and morphemic knowledge to spell taught high frequency irregular words comprising up to 3 phonemes
- segment single-syllable words into phonemes as a strategy for spelling
- segment multisyllabic words into syllables and phonemes as a strategy for spelling
- know that the digraphs zz, ss, ll, ff and ck do not usually start a word in Standard Australian English
- know that words do not usually end with the letter v, and that ve is commonly used
- **experiment** with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words
- add the plural-marking suffix (s) to base nouns that require no change when suffixed
- experiment with the tense-marking suffixes to spell familiar base verbs
- spell high-frequency compound words and homophones comprising taught graphemes

Phonic Knowledge and Word Recognition Learning Progressions

Phonic Knowledge and Word Recognition Description: This sub-element describes how a student becomes increasingly proficient at using letter sound relationships and visual knowledge as code-breaking skills. Phonic knowledge and word recognition are among the range of resources students use as they read increasingly complex texts. The sub-element Phonic knowledge and word recognition provides a detailed progression of phonics skills that support the sub-element Understanding texts.

Particular links exist between this sub-element and the sub-elements Phonological awareness, Spelling and Understanding texts.

A phoneme is a spoken sound and a grapheme is the letter or group of letters that represent each phoneme. Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs. The listing of indicators within each level is non-hierarchical.

PKW1	PKW2
<p>Word Recognition</p> <ul style="list-style-type: none"> indicates letters and words in a variety of situations in the environment (in written texts, on a whiteboard) (Note: Not required to read the word or say the sound or name of the letter) 	<p>Word Recognition</p> <ul style="list-style-type: none"> identifies pictures, words, spaces between words and numerals in texts (points to/ indicates pictures, words and spaces around words in a continuous text) reads aloud some familiar words and identifies them in environmental print (classroom labels, shop names, street signs) identifies own name or familiar names when presented in written form distinguishes own name from a small number of alternative words
PKW3	PKW4
<p>Phonic Knowledge</p> <ul style="list-style-type: none"> says the most common phoneme for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts identifies first phoneme in words orally segments and writes CVC words (c-a-t, h-a-t) <p>Word Recognition</p> <ul style="list-style-type: none"> identifies two or more letters that are the same in two words (tell, bat) reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go) reads a familiar word in different contexts (brand names, book titles) 	<p>Phonic Knowledge</p> <ul style="list-style-type: none"> says the most common phoneme for all single-letter graphemes writes/selects corresponding graphemes for all common phonemes blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts segments and writes VC and CVC words with letters in correct order and reads them aloud <p>Word Recognition</p> <ul style="list-style-type: none"> reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were)
PKW5	
<p>Phonic Knowledge</p> <ul style="list-style-type: none"> gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck) says short and long vowel sounds for letters a, e, i, o, u reads single-syllable words with common double letters (ss – fuss, ll – will, zz – buzz, f – puff) and applies this when reading decodable texts reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts reads single-syllable words with common long vowels CVCe and applies this when reading decodable texts reads one- and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped) segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t) <p>Word Recognition</p> <ul style="list-style-type: none"> reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading) 	

Kindergarten Content				
Metalanguage <i>To be used orally by the teacher and the students</i>				
word letter sound sounds phoneme phonemes graph grapheme consonant double consonant vowel short vowel digraph blend segmenting				
Grapheme Phoneme Representations	Additional Content	Spelling Generalisations	Set 1 Camera Words	Teach students to:
s m c t g p a o	Once to is mastered introduce too Introduce plurals using morphograph s	Tell students sometimes the s representing a plural sounds like a z .	I the was to are she	1. Recognise grapheme phoneme correspondences automatically. <i>(within 150milliseconds)</i> 2. Blend phonemes together to read unknown words. <i>vc cvc cvcc ccvc words</i> 3. To read camera words. 4. To read decodable words, phrases and sentences containing camera words in flip books, and decodable books. 5. Produce grapheme phoneme correspondences automatically. 6. Segment words into phonemes to spell unknown words. <i>vc cvc cvcc ccvc words</i> 7. To spell camera words. 8. To spell decodable and camera words in all writing. To write captions, phrases and sentences.
r l d b f h i u		Teach students that jr are never together. Use dr e.g. drink	<i>day</i> of a he <i>today</i> for	
v w y z j n k e	Introduce friends of c & k	c is followed by a, o, u k is followed by i & e Teach that words end in ve for /v/	all is me no <i>they said</i>	
ll ss ff zz	Introduce alternative graphemes for /l/ /s/ /f/ /z/	l (leg) ll (bell) le (kettle) Short vowel precedes double consonants le in a multisyllabic word	<i>you play</i> this come my have	
sh ch th wh <small>www.getreadingright.com.au</small>	Introduce es plural etymology - wh sounds like /hw/, changed by Old English	Use es when words end in ss, zz, x, ch, sh, s (rare)	<i>like</i> do says what going give	
ck ng qu x	Introduce /ng/ in pink, think etymology - qu sounds like /kw/, changed by the Normans, x sounds like /ks/, changed by the Romans	One-syllable words with a short vowel end in ck e.g. duck/sock Multisyllabic words end in c e.g. picnic/panic	<i>away see look</i> very once we	
<i>Extn: b bb d dd p pp, m mm, n nn, u o, t tt, g gg, r rr, l ll le, v ve</i>	Introduce suffix ing	No change to the base word e.g. jumping. Words ending in CC. Words ending in VC, e.g. hop - double the final consonant.	Revise all camera words <i>*italics indicates vowel digraphs and split digraphs</i>	

Kindergarten Expected Schema and Retrieval Practice

Metalanguage

To be used orally by the teacher and the students

word letter sound sounds phoneme phonemes graph grapheme consonant double consonant vowel short vowel digraph blend segmenting

Knowledge	Concepts	Skills
<p>Grapheme-Phoneme Correspondences (one phoneme can have many representations, one grapheme can have many phonemes)</p> <p>Types of phonemes (consonants & vowels) <i>Chant - A phoneme is a sound that comes out of my mouth.</i></p> <p>Types of graphemes (graph & digraph & double consonant) <i>Chant - A grapheme is the way we write a phoneme.</i></p> <p>Camera words Some parts of a camera word can be decoded and other parts may be tricky.</p> <p>Etymology <i>Chant - Etymology is where words come from. They come from Old English, the Normans, the Romans, the French and the Greeks.</i></p>	<p>Adding suffix -s (plural)</p> <p>Adding prefix un- (not) to decodable words.</p> <p>Adding suffix -es (plural)</p> <p>Friends of c, k and ck Consonants do not follow k in English (krill is a Norwegian word)</p> <p>Short-vowel, double consonant</p> <p>// (l, ll, le)</p> <p>Adding suffix -ed (past tense) Recognise that -ed as a suffix can represent different phonemes talked (t), rubbed (d), wanted (ed)</p> <p>Adding suffix -ing (verb) - Short-vowel double consonant & add -ing, no change to the base word & add -ing</p>	<p>Blending VC, CVC, CCVC, CVCC</p> <p>Segmenting VC, CVC, CCVC, CVCC</p> <p>Compound words</p> <p>Addition, deletion & manipulation of phonemes</p>

Year One	
NSW K-2 English Syllabus Outcomes	
<ul style="list-style-type: none"> • EN1-PHOKW-01: uses initial and extended phonics, including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts. • EN1-REFLU-01: sustains reading unseen texts with automaticity and prosody and self-corrects errors. • EN1-SPELL-01: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts. 	
Assessment	
<ul style="list-style-type: none"> • Read and write GPCs • Blend phonemes to read simple words • Read camera words in isolation, and in context • Read decodable phrases, sentences and texts 	<ul style="list-style-type: none"> • Segment to spell simple words • Spell camera words • Write decodable phrases and sentences <p><i>See assessment schedule.</i></p>
Syllabus Content	
<p>Students:</p> <ul style="list-style-type: none"> • blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts • segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts • segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts • blend and decode one-syllable words with taught extended vowel graphs and digraphs, <i>including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts</i> • segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts • decode words with less common consonant digraphs and apply this when reading texts • decode words with trigraphs and quadgraphs and apply this when reading texts • blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, <i>including graphemes for r-controlled vowels and diphthongs and apply this when reading texts</i> 	<p>Students:</p> <ul style="list-style-type: none"> • decode 2-syllable base words with common double consonants when reading texts • apply grapheme–phoneme correspondence to read words with automaticity • segment single-syllable words into phonemes as a strategy for spelling • segment multisyllabic words into syllables and phonemes as a strategy for spelling • explain when to use double consonants to spell 2-syllable base words and apply this when spelling • spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs • spell taught high-frequency contractions • use extended phonic code for taught consonant phonemes • use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs

Phonic Knowledge and Word Recognition Learning Progressions

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PKW5

Phonic Knowledge

- gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck)
- says short and long vowel sounds for letters a, e, i, o, u
- reads single-syllable words with common double letters (ss – fuss, ll – will, zz – buzz, f – puff) and applies this when reading decodable texts
- reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts
- reads single-syllable words with common long vowels CVCe and applies this when reading decodable texts
- reads one- and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped)
- segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t)

Word Recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading)

PKW6

Phonic Knowledge

- reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts
- reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when reading decodable texts
- writes common words with taught consonant blends and vowel digraphs (trip, boat)

Word Recognition

- reads most common high-frequency words (100 or more) in connected text

PKW7

Phonic Knowledge

- reads CCVCC words (trust), CCCVC words (scrap), CCCVCC words (thrust) and applies when reading continuous texts
- reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading continuous texts
- applies common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (spat/sat)

Word Recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Year One Content				
Metalanguage To be used orally by the teacher and the students				
letter phoneme consonant vowel short vowel long vowel schwa graph digraph vowel digraph split digraph consonant digraph trigraph quadgraph				
Grapheme Phoneme Representations	Additional Content	Spelling Generalisations	Set 2 Camera Words	Teach students to
Revise vc vcc cvcc ccvc ccvcc words	Multisyllabic words (mascot, combat, frolic)	Review Kindergarten content.	one some want many love has	1. Recognise grapheme phoneme correspondences automatically. <i>(within 150milliseconds)</i> 2. Blend phonemes together to read unknown words. <i>ccvcc cccvc cccvcc words</i> 3. To read camera words. 4. To read decodable words, phrases and sentences containing camera words in flip books, and decodable books. 5. Produce grapheme phoneme correspondences automatically. 6. Segment words into phonemes to spell unknown words. <i>ccvcc cccvc cccvcc words</i> 7. To spell camera words. 8. To spell decodable and camera words in all writing. To write captions, phrases and sentences.
/ee/ ea y e e-e ey ie	Introduce morphograph -ly (adverbs) Introduce schwa for reading only and retrieve throughout the year	y appears at the end of <i>multisyllabic</i> words. If a short vowel precedes, the short vowel doubles the consonant. No word begins ee (eel retains Old English spelling)	people live brother sister house where	
/igh/ y ie i-e i	Introduce/expose to /ar/ ar a	y appears at the end of single-syllable words represent long vowel /i/	her out there about his down	
/oa/ ow o o_e oe ough	tw —w holds the meaning for 2 (twin, twinkle, twine, twilight, tweezers)	<i>Revise all generalisations from Spelling Scope and Sequence.</i>	because two another more here our	
/ai/ ay a-e a eigh ei ea ey	Introduce/expose to /oi/ oi oy et etymology—French e.g. ballet, beret		friend their were your could four	
/oo/ ew u ue u-e ui			half first good girl saw would	
Revise: long vowel representations	Introduce/expose to /ow/ ow ou		Revise all camera words. Continue to revise all Kindergarten camera words.	

Year One Expected Schema and Retrieval Practice

Metalanguage

To be used orally by the teacher and the students

letter phoneme consonant vowel short vowel long vowel schwa graph digraph vowel digraph split digraph consonant digraph trigraph quadgraph

Knowledge	Concepts	Skills
<p>Grapheme-Phoneme Correspondences (one phoneme can have many representations, one grapheme can have many phonemes)</p> <p>Types of phonemes (consonants & vowels)</p> <p><i>Chant - A phoneme is a sound that comes out of my mouth when I say words.</i></p> <p>Types of graphemes (graph, digraph, trigraph & quadgraph)</p> <p><i>Chant - A grapheme is the way we write a phoneme.</i></p> <p>Camera words</p> <p>Etymology</p> <p><i>Chant - Etymology is where words come from. They come from Old English, the Normans, the Romans, the French and the Greeks.</i></p> <p>Schwa</p> <p><i>Chant - Schwa is a vowel that likes to hide.</i></p>	<p>Adding suffix -s/es (plural)</p> <p>Adding prefix un- (not)</p> <p>Friends (and cousins of r and l) c, k and ck</p> <p>Short-vowel, double consonant, add a suffix</p> <p>// (l, ll, le)</p> <p>Adding suffix -ed (past tense) - Recognise that ed as a suffix can represent different sounds talked (t), rubbed (d), wanted (ed)</p> <p>Adding suffix -ing (verb) - Short-vowel double consonant & add -ing, no change to the base word & add -ing, change the base word (base word ends with a vowel, drop the vowel & add -ing, e.g. bake = baking)</p> <p>Y at the beginning /y/, end of 2-syllable /ee/ or end of 1-syllable /igh/</p> <p>Adding suffix -ly (adverb)</p> <p>Adding prefix dis- (opposite)</p> <p>Simple contractions</p> <p>Schwa</p>	<p>Blending VC, CVC, CCVC, CVCC, CCCVC, CCVCC</p> <p>Segmenting VC, CVC, CCVC, CVCC, CCCVC, CCVCC</p> <p>Reading and spelling compound words</p> <p>Reading and spelling multisyllabic words</p> <p>Addition, deletion & manipulation of phonemes</p>

Year Two

NSW K-2 English Syllabus Outcomes

- **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.
- **EN1-REFLU-01:** sustains reading unseen texts with automaticity and prosody and self-corrects errors.
- **EN1-SPELL-01:** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.

Assessment

- | | |
|---|---|
| <ul style="list-style-type: none"> • Read and write GPCs • Blend phonemes to read simple words • Read camera words in isolation, and in context • Read decodable phrases, sentences and texts | <ul style="list-style-type: none"> • Segment to spell simple words • Spell camera words • Write decodable phrases and sentences <p><i>See assessment schedule.</i></p> |
|---|---|

Syllabus Content

Students:

- blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts
- segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts
- segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts
- 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
- decode words with less common consonant digraphs and apply this when reading texts
- decode words with trigraphs and quadgraphs and apply this when reading texts
- 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*

Students:

- decode 2-syllable base words with common double consonants when reading texts
- apply grapheme–phoneme correspondence to read words with automaticity
- segment single-syllable words into phonemes as a strategy for spelling
- segment multisyllabic words into syllables and phonemes as a strategy for spelling
- explain when to use double consonants to spell 2-syllable base words and apply this when spelling
- spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs
- spell taught high-frequency contractions
- use extended phonic code for taught consonant phonemes
- use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs

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PKW6	PKW7
<p>Phonic Knowledge</p> <ul style="list-style-type: none"> reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when reading decodable texts writes common words with taught consonant blends and vowel digraphs (trip, boat) <p>Word Recognition</p> <ul style="list-style-type: none"> reads most common high-frequency words (100 or more) in connected text 	<p>Phonic Knowledge</p> <ul style="list-style-type: none"> reads CCVCC words (trust), CCCVC words (scrap), CCCVCC words (thrust) and applies when reading continuous texts reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading continuous texts applies common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (spat/sat) <p>Word Recognition</p> <ul style="list-style-type: none"> reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)
PKW8	PKW9
<p>Phonic Knowledge and Word Recognition</p> <ul style="list-style-type: none"> reads less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and applies when reading continuous texts reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly) reads words with silent letters in digraphs (kn, mb) and applies when reading continuous texts 	<p>Phonic Knowledge and Word Recognition</p> <ul style="list-style-type: none"> uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see Understanding texts, Fluency)

Year Two Content			
Metalanguage <i>To be used orally by the teacher and the students</i>			
letter phoneme consonant vowel short vowel long vowel schwa graph digraph vowel digraph split digraph consonant digraph trigraph quadgraph			
Grapheme Phoneme Representations	Spelling Generalisations	Set 3 Camera Words	Teach students to
<i>Revise vcc/ cvcc/ ccvc/ ccvcc/ / cccvc/ words, Year 1 GPCs and one phoneme different representations</i>		ocean gone whose	1. Recognise grapheme phoneme correspondences automatically. <i>(within 150milliseconds)</i>
<i>/r/ r rr wr rh</i>	<i>/wr/</i> - monograph for a twist or distort. It is linked to the w in two. e.g. wrestle, wriggle, wrong, write <i>/rr/</i> - preceded by a short vowel	blood flood	2. Blend phonemes together to read unknown words. <i>ccvcc cccvc cccvcc words</i>
<i>/oi/ oi oy ouy</i>	<i>/oi/</i> - is usually the beginning or middle. <i>/oy/</i> - usually at the end of a one-syllable word. If the word is a multisyllabic word it may be in int medial position. e.g. Royal <i>/oul/</i> - teach contractions e.g. shouldn't couldn't wouldn't	buy busy build built	3. To read camera words.
<i>/f/ f ff ph gh</i>	<i>/ff/</i> - preceded by a short vowel. ph dates back to Romans from the Greek <i>phi</i> .	cough muscle listen	4. To read decodable words, phrases and sentences containing camera words in flip books, and decodable books.
<i>/ow/ ow ou ough</i>		trouble double	5. Produce grapheme phoneme correspondences automatically.
<i>w/s/ c s ss se ce sc st ps</i>	Remind students of the friends of c and k and tell them that e and i and y signify the softening of the c .	height island	6. Segment words into phonemes to spell unknown words. <i>ccvcc cccvc cccvcc words</i>
<i>/ool/ u oo oul o</i>	<i>/oul/</i> - teach contractions e.g. shouldn't, couldn't, wouldn't.	front sword wolf	7. To spell camera words.
<i>/ar/ ar a ear er au</i>	<i>misconception – lar/ is schwa at end of words like collar, sugar, dollar.</i>	sew hour	8. To spell decodable and camera words in all writing. To write captions, phrases and sentences.

Year Two Content			
<p style="text-align: center;">Metalanguage <i>To be used orally by the teacher and the students</i> letter phoneme consonant vowel short vowel long vowel schwa graph digraph vowel digraph split digraph consonant digraph trigraph quadgraph morphograph morpheme</p>			
Grapheme Phoneme Representations	Spelling Generalisations	Set 3 Camera Words	Teach students to
/er/ ir er ear or ur	<i>misconception – /er/ is schwa at end of words like father, mother, sister, brother.</i>	great break steak	1. Recognise grapheme phoneme correspondences automatically. <i>(within 150milliseconds)</i> 2. Blend phonemes together to read unknown words. <i>ccvcc cccvc cccvcc words</i> 3. To read camera words. 4. To read decodable words, phrases and sentences containing camera words in flip books, and decodable books. 5. Produce grapheme phoneme correspondences automatically. 6. Segment words into phonemes to spell unknown words. <i>ccvcc cccvc cccvcc words</i> 7. To spell camera words. 8. To spell decodable and camera words in all writing. To write captions, phrases and sentences.
/or/ or au aw al ore oar oor our ough augh ar	When teaching /or/ connect with homophones e.g. paw, pore, poor, pour	whole prove sugar sure	
/air/ air ear are ere eir	Connect with homophones e.g. pear, pare, pair.	yacht eye	
/j/ j -dge -ge g gg	When teaching dge for /j/ a short vowel precedes. When teaching ge for /j/ a long vowel precedes. /j/ dress, drink, drop etc. the d says /j/ teach that j and r never go together .	won son done	
/ch/ ch tch tu	When teaching tch for /ch/ a short vowel precedes.	Revise ALL camera words.	
/sh/ ci ti si ch	ti and si are almost always a part of the morphographs (t)ion and (s,c)ian . It is better to teach these representations as a part of these morphographs.		
/s/ si ge z	si as above, is usually a part of a morphograph sion. e.g. television		

Year Two Expected Schema and Retrieval Practice

Metalinguage

To be used orally by the teacher and the students

letter phoneme consonant vowel short vowel long vowel schwa graph digraph vowel digraph split digraph consonant digraph trigraph quadgraph

Knowledge	Concepts	Skills
<p>Grapheme-Phoneme Correspondences</p> <p>(one phoneme can have many representations, one grapheme can have many phonemes)</p> <p>Types of phonemes</p> <p>(consonants & vowels)</p> <p><i>Chant - A phoneme is a sound that comes out of my mouth.</i></p> <p>Types of graphemes</p> <p>(graph, digraph, trigraph & quadgraph)</p> <p><i>Chant - A grapheme is the way we write a phoneme.</i></p> <p>Camera words</p> <p>Etymology</p> <p><i>Chant - Etymology is where words come from. They come from Old English, the Normans, the Romans, the French and the Greeks.</i></p> <p>Schwa</p> <p><i>Chant - Schwa is a vowel that likes to hide.</i></p> <p>Revise 200 graphemes for 44 phonemes</p>	<p>Adding suffix -s/es (plural)</p> <p>Adding prefix un- (not)</p> <p>Friends (and cousins of) c, k and ck</p> <p>Short-vowel, double consonant, add a suffix</p> <p>// (l, ll, le)</p> <p>Adding suffix -ed (past tense) - Recognise that ed as a suffix can represent different sounds talked (t), rubbed (d), wanted (ed)</p> <p>Adding suffix -ing (verb) - Short-vowel double consonant & add -ing, no change to the base word & add -ing, change the base word (base word ends with a vowel, drop the vowel & add -ing, e.g. bake = baking)</p> <p>Y at the beginning /y/, end of 2-syllable /ee/ or end of 1-syllable /igh/</p> <p>Adding suffix -ly (adverb)</p> <p>Adding prefix dis- (opposite)</p> <p>Adding prefix over- (too much)</p> <p>Adding prefix non- (not)</p> <p>Adding suffix -ness (state/condition/quality)</p> <p>Simple & challenging contractions</p> <p>Schwa</p>	<p>Blending VC, CVC, CCVC, CVCC, CCCVC, CCVCC</p> <p>Segmenting VC, CVC, CCVC, CVCC, CCCVC, CCVCC</p> <p>Reading and spelling compound words</p> <p>Reading and spelling multisyllabic words</p> <p>Addition, deletion & manipulation of phonemes for 'at risk' students.</p>