

Scope and Sequence and Pacing Guidelines K-2



SCOPE AND SEQUENCE

Research clearly outlines the need for a systematic introduction of the alphabetic principle from simple to complex. As students begin to learn simple letter-sound correspondences, they can begin to decode basic words. Students must be explicitly taught knowledge of letters and sounds and the skills of decoding and blending. As these skills develop, more code is introduced. This cumulative approach allows knowledge and skills to build on from each other. Students also need to know how words work and their morphological meaning.

“If a child memorises ten words, the child can only read ten words, but if a child learns the sounds of ten letters, the child will be able to read 350 three sound words, 4320 four sound words and 21,650 five sound words.” ~ Dr Martin Kozloff



Why is a Scope and Sequence important?

- 1. Systematic Learning Progression:** A phonics scope and sequence provides a structured framework for teaching phonics, ensuring that students learn foundational skills in a logical progression and that no important code has been missed. Research by Torgesen (2004) suggests that systematic and explicit phonics instruction leads to significant improvements in reading accuracy and comprehension.
- 2. Addressing Diverse Learning Needs:** A well-designed scope and sequence caters to the diverse needs of learners by introducing phonics concepts gradually and cumulatively, providing ample practice opportunities of all code being introduced. According to the US National Reading Panel (2000), systematic phonics instruction benefits all students, including those at risk of reading difficulties and English language learners.
- 3. Consistency Across the School:** A scope and sequence allows schools to adopt a consistent approach to phonics F-2. This will assist with data collection, analysis and response to student achievement.

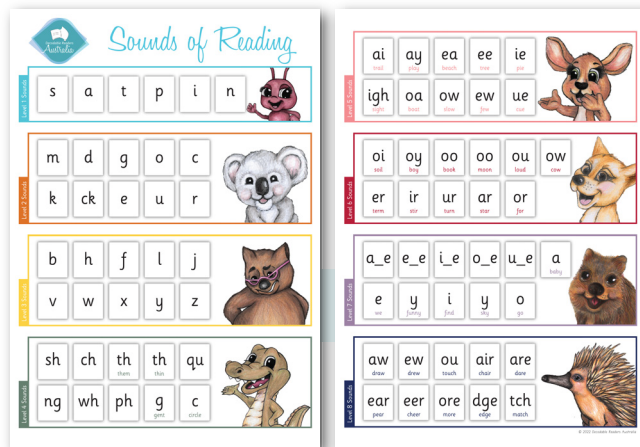
In summary, research consistently outlines the importance of a phonics scope and sequence for effective reading instruction, supporting diverse learners, and laying the groundwork for proficient reading skills.



“Explicit teaching of the alphabetic decoding skills is helpful for ALL children, harmful for none, and crucial for some.” ~ (Snow and Joel, 2005)

SCOPE AND SEQUENCE

Decodable Readers Australia provides three documents outlining our Scope and Sequence. The first one is the Sounds of Reading Chart that shows what letter/sounds are introduced in each level.



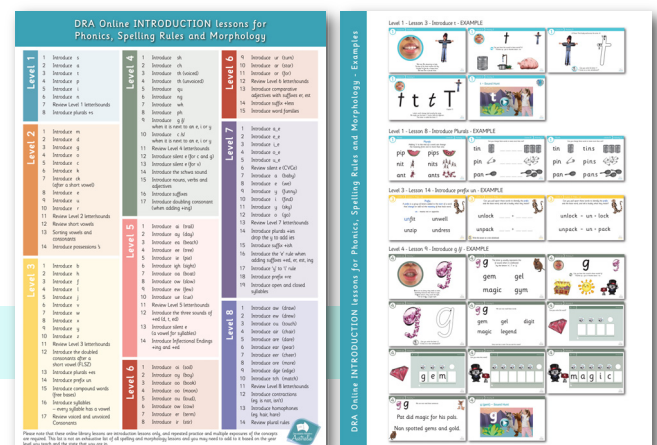
Sounds of Reading Charts can be downloaded in each states font and used during instructional activities.

See full version below.

This next scope and sequence shows all of our Phonics, Spelling and Morphology introduction lessons that are available through the Online Library.

This scope and sequence, that contains the morphology components, takes into consideration the alignment of morpheme introductions to the decodability of the words.

See full version below.



We have elaborated our scope and sequence documents to provide pacing guidelines (downloadable using the link below). We recommend 3-4 phoneme/grapheme correspondences to be introduced per week and then practise and rehearsal weeks. This allows for a cumulative and mastery approach. Schools then have the flexibility to speed up the pacing if their data shows that students don't need the full amount of practise weeks.



See full version below.

Sounds of Reading

Level 1 Sounds

s

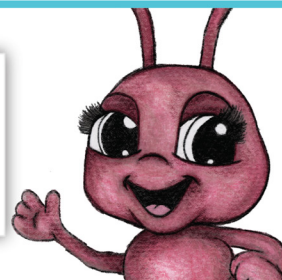
a

t

p

i

n



Level 2 Sounds

m

d

g

o

c

k

ck

e

u

r



Level 3 Sounds

b

h

f

l

j

v

w

x

y

z



Level 4 Sounds

sh

ch

th

them

th

thin

qu

ng

wh

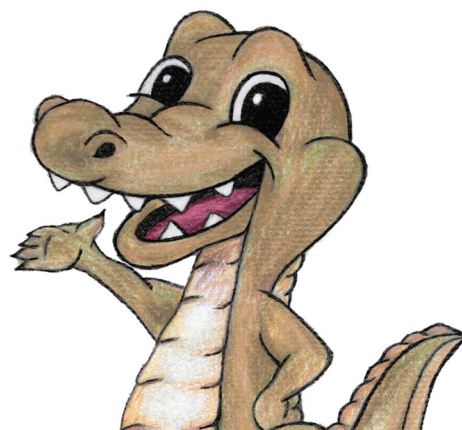
ph

g

gent

c

circle



Level 5 Sounds

ai trail	ay play	ea beach	ee tree	ie pie
igh sight	oa boat	ow slow	ew few	ue cue



Level 6 Sounds

oi soil	oy boy	oo book	oo moon	ou loud	ow cow
er term	ir stir	ur turn	ar star	or for	



Level 7 Sounds

a_e	e_e	i_e	o_e	u_e	a baby
e we	y funny	i find	y sky	o go	



Level 8 Sounds

aw draw	ew drew	ou touch	air chair	are dare
ear pear	eer cheer	ore more	dge edge	tch match



DRA Online INTRODUCTION lessons for Phonics, Spelling Rules and Morphology

Level 1

- 1 Introduce s
- 2 Introduce a
- 3 Introduce t
- 4 Introduce p
- 5 Introduce i
- 6 Introduce n
- 7 Review Level 1 letter/sounds
- 8 Introduce plurals +s

Level 2

- 1 Introduce m
- 2 Introduce d
- 3 Introduce g
- 4 Introduce o
- 5 Introduce c
- 6 Introduce k
- 7 Introduce ck (after a short vowel)
- 8 Introduce e
- 9 Introduce u
- 10 Introduce r
- 11 Review Level 2 letter/sounds
- 12 Review short vowels
- 13 Sorting vowels and consonants
- 14 Introduce possessions 's

Level 3

- 1 Introduce b
- 2 Introduce h
- 3 Introduce f
- 4 Introduce l
- 5 Introduce j
- 6 Introduce v
- 7 Introduce w
- 8 Introduce x
- 9 Introduce y
- 10 Introduce z
- 11 Review Level 3 letter/sounds
- 12 Introduce the doubled consonants after a short vowel (FLSZ)
- 13 Introduce plurals +es
- 14 Introduce prefix un
- 15 Introduce compound words (free bases)
- 16 Introduce syllables – every syllable has a vowel
- 17 Review voiced and unvoiced Consonants

Level 4

- 1 Introduce sh
- 2 Introduce ch
- 3 Introduce th (voiced)
- 4 Introduce th (unvoiced)
- 5 Introduce qu
- 6 Introduce ng
- 7 Introduce wh
- 8 Introduce ph
- 9 Introduce g /j/ when it is next to an e, i or y
- 10 Introduce c /s/ when it is next to an e, i or y
- 11 Review Level 4 letter/sounds
- 12 Introduce silent e (for c and g)
- 13 Introduce silent e (for v)
- 14 Introduce the schwa sound
- 15 Introduce nouns, verbs and adjectives
- 16 Introduce suffixes
- 17 Introduce doubling consonant (when adding +ing)

Level 5

- 1 Introduce ai (trail)
- 2 Introduce ay (day)
- 3 Introduce ea (beach)
- 4 Introduce ee (tree)
- 5 Introduce ie (pie)
- 6 Introduce igh (sight)
- 7 Introduce oa (boat)
- 8 Introduce ow (slow)
- 9 Introduce ew (few)
- 10 Introduce ue (cue)
- 11 Review Level 5 letter/sounds
- 12 Introduce the three sounds of +ed (d, t, ed)
- 13 Introduce silent e (a vowel for syllables)
- 14 Introduce Inflectional Endings +ing and +ed

Level 6

- 1 Introduce oi (soil)
- 2 Introduce oy (boy)
- 3 Introduce oo (book)
- 4 Introduce oo (moon)
- 5 Introduce ou (loud),
- 6 Introduce ow (cow)
- 7 Introduce er (term)
- 8 Introduce ir (stir)

Level 6

- 9 Introduce ur (turn)
- 10 Introduce ar (star)
- 11 Introduce or (for)
- 12 Review Level 6 letter/sounds
- 13 Introduce comparative adjectives with suffixes er, est
- 14 Introduce suffix +less
- 15 Introduce word families

Level 7

- 1 Introduce a_e
- 2 Introduce e_e
- 3 Introduce i_e
- 4 Introduce o_e
- 5 Introduce u_e
- 6 Review silent e (CVCe)
- 7 Introduce a (baby)
- 8 Introduce e (we)
- 9 Introduce y (funny)
- 10 Introduce i (find)
- 11 Introduce y (sky)
- 12 Introduce o (go)
- 13 Review Level 7 letter/sounds
- 14 Introduce plurals +ies drop the y to add ies
- 15 Introduce suffix +ish
- 16 Introduce the 'e' rule when adding suffixes +ed, er, est, ing
- 17 Introduce 'y' to 'i' rule
- 18 Introduce prefix +re
- 19 Introduce open and closed syllables

Level 8

- 1 Introduce aw (draw)
- 2 Introduce ew (drew)
- 3 Introduce ou (touch)
- 4 Introduce air (chair)
- 5 Introduce are (dare)
- 6 Introduce ear (pear)
- 7 Introduce eer (cheer)
- 8 Introduce ore (more)
- 9 Introduce dge (edge)
- 10 Introduce tch (match)
- 11 Review Level 8 letter/sounds
- 12 Introduce contractions (eg. is not, isn't)
- 13 Introduce homophones (eg. hair, hare)
- 14 Review plural rules

Level 1 - Lesson 3 - Introduce t - EXAMPLE

Lesson 3/ Activity 1

Tall man Tim, towering so high,
The top of his head reaches the sky.
He taps his feet to a happy beat,
Tall man Tim is fun to meet.

Lesson 3/ Activity 2

Can you hear this sound in these words? /t/
Thumbs up - yes or thumbs down - no.

Lesson 3/ Activity 3

/t/ Down Tim's body and across his arms. /t/
Can you write the letter 't' 5 times on a mini whiteboard?

Lesson 3/ Activity 4

Letters won't always look exactly the same.
We might see the letter 't' look a little bit different.
This letter is called the letter 't'.

Lesson 3/ Activity 5

t - Sound Hunt

Level 1 - Lesson 8 - Introduce Plurals - EXAMPLE

Lesson 8/ Activity 1

Plurals

Adding 's' to the end of a word can change the meaning from one to more than one.

pip pips

nit nits

ant ants

Lesson 8/ Activity 2

Can you change these words to mean more than one?

tin tins

pin pins

pan pans

Lesson 8/ Activity 2

Can you change these words to mean more than one?

tin tins

pin pins

pan pans

Level 3 - Lesson 14 - Introduce prefix un - EXAMPLE

Lesson 3/ Prefix - un

A prefix is a group of letters added to the start of a word that change (or add to) the meaning of that base word.

un - means not or opposite.

unfit unwell

unzip undress

Lesson 3/ Prefix - un

Can you pull apart these words to identify the prefix and the base word, and tell a buddy what they mean?

unlock ___ + ___

unpack ___ + ___

Lesson 3/ Prefix - un

Can you pull apart these words to identify the prefix and the base word, and tell a buddy what they mean?

unlock = un + lock

unpack = un + pack

Level 4 - Lesson 9 - Introduce g /j/ - EXAMPLE

Lesson 9/ Activity 1

Gems are so pretty, they make us smile,
Sparkling treasures that shine in style.
Magical colours, they catch the light,
Full of energy, a joyful sight.

Lesson 9/ Activity 2

The letter g usually represents the /j/ sound when it is followed by the letters 'e', 'i' or 'y'.

gem gel

magic gym

Lesson 9/ Activity 3

Can you hear this sound in these words? /j/
Thumbs up - yes or thumbs down - no.

Lesson 9/ Activity 4

Can you write the letter 'g' 5 times on a mini whiteboard?

Lesson 9/ Activity 5

We can now read these words.

gem gel digit

magic legend

Lesson 9/ Activity 6

Can you write this word?

Lesson 9/ Activity 6

Can you write this word?

Lesson 9/ Activity 6

Can you write this word?

Lesson 9/ Activity 7

We can now read these sentences.

Pat did magic for his pals.



Nan spotted gems and gold.

Lesson 9/ Activity 8

g (gent) - Sound Hunt

IMPLEMENTATION GUIDELINES

(updated March 2024 based on new curriculums)

Teaching Sequence	Staged Implementation of the Decodable Readers Australia Series		Resources
Stage 1:	Explicitly teach each phoneme/grapheme in the Sound Set. Resources found in our SOR Toolkits. Recommend 3 - 4 phoneme/graphemes per week.	Goal: Automatically recognises each phoneme/grapheme in the Sound Set.	SOR TOOLKITS or INTERACTIVE ONLINE LIBRARY 
Stage 2:	Explicitly teach blending, segmenting & manipulating using phoneme/graphemes in the Sound Set. Resources found in our SOR Toolkits.	Goal: Reads words comprised of phoneme/graphemes in the Sound Set (and those taught in previous Sound Sets) that use various spelling patterns.	
Stage 3:	Modelled, guided and independent reading practise using readers in the Sound Set.	Goal: Reads words in continuous text with increased fluency.	DECODABLE READERS LEVEL 1 - 8 
Stage 4:	Developing rate of fluency through consistent practise using readers in the Sound Set.	Goal: Fluent reading of books within the Sound Set.	
*students will remain at this stage to develop fluency while moving to the next level for the explicit teaching of the next Sound Set			

Grade	Term	Chronological Age	Decodable Readers Australia Levelled Readers	Teaching Sequence (Stage)	Practise with Decodable Readers	Alignment to ACARA Learning Progressions		SPARKLE Evaluation Start of Term	SPARKLE Evaluation End of Term
Foundation Kindergarten Prep	Term 1	4 yrs - 7m - 5 yrs - 7m	Level 1	1 2 3 4	All of Term 1	PhA1 PhA2 PhA3 PhA4 PhA5	PKW1 PKW2	Phonemic Awareness Screener	Level 1 Sound Screener
Foundation Kindergarten Prep	Term 2	4 yrs - 10m - 5 yrs - 10m	Level 2	1 2 3	Term 2	PhA4* PhA5*	PKW3*	Level 1 Reading Evaluation	Level 2 Sound Screener
Foundation Kindergarten Prep	Term 3	5 yrs - 1m - 6 yrs - 1m	Level 2 Level 3	4 1 2	Start of Term 3 Term 3	PhA4* PhA5*	PKW3* PKW5 (part)	Level 2 Reading Evaluation	
Foundation Kindergarten Prep	Term 4	5 yrs - 4m - 6 yrs - 4m	Level 3 Level 4	3 4 1	All of Term 4	PhA4* PhA5*	PKW3 PKW4 PKW5 (part) PKW6 & 7 (part)	Level 3 Sound Screener	Level 3 Reading Evaluation

Grade 1	Term 1	5 yrs - 7m - 6 yrs - 7m	Level 4 Level 5	2 3 4 1	All of Term 1	PhA4* PhA5*	PKW5 (part) PKW6 (part) PKW 7 (part)	Level 4 Sound Screener	Level 4 Reading Evaluation
Grade 1	Term 2	5 yrs - 10m - 6 yrs - 10m	Level 5	2 3 4	All of Term 2	PhA4* PhA5*	PKW5 (part) PKW6 (part) PKW 7 (part)	Level 5 Sound Screener	Level 5 Reading Evaluation
Grade 1	Term 3	6 yrs - 1m - 7 yrs - 1m	Level 6	1 2 3	Term 3	PhA4* PhA5*	PKW5 PKW6* PKW 7 (part)		Level 6 Sound Screener
Grade 1	Term 4	6 yrs - 4m - 7 yrs - 4m	Level 7	4 1 2	Start of Term 4 Term 4	PhA4* PhA5*	PKW6* PKW 7	Level 6 Reading Evaluation	Level 7 Sound Screener

Grade 2	Term 1	6 yrs - 7m - 7 yrs - 7m	Level 7	3 4	All of Term 1	PhA4* PhA5*	PKW6* PKW 7		Level 7 Reading Evaluation
Grade 2	Term 2	6 yrs - 10m - 7 yrs - 10m	Level 8	4 1 2	Start of Term 2 Term 2	PhA4* PhA5*	PKW6* PKW 7 PKW 8 (part)		Level 8 Sound Screener
Grade 2	Term 3	7 yrs - 1m - 8 yrs - 1m	Level 8	3 4	All of Term 3	PhA4* PhA5*	PKW6* PKW 7 PKW 8 (part)		Level 8 Reading Evaluation
Grade 2	Term 4	7 yrs - 4m - 8 yrs - 4m	Age appropriate chapter books						











For a student to make successful progress through the stages in this guide he/she must be engaged in a program that explicitly teaches systematic, synthetic phonics.

This table is a guideline only and provides a benchmark to assist with planning instruction. Individual developmental stages need to be taken into consideration as students will move through the stages and levels at varying rates.




FOUNDATION IMPLEMENTATION GUIDELINES











Foundation - Term 1


Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 1								LEVEL 2	
			<p>Daily Review of Level 1 letter/sounds.</p> <p>Blending and segmenting skills building in complexity VC, CVC, CCVC.</p> <p>Decoding and Encoding activities.</p> <p>Use of Level 1 Decodable Readers. (until all Level 2 sounds have been introduced and students have the skills to then move to Level 2 decodable readers)</p> <p>Lessons for Spelling Rules and Morphology - Plurals +s</p>						
									
									
High Frequency Words Level 1 - a, the, on, and, no, is, of, his, lots, me, she, with, had, as, has, into									

Foundation - Term 2











Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
LEVEL 2										
<div><div>c</div><div>k</div><div>ck</div></div>		<div><div>e</div><div>u</div><div>r</div></div>		<div>Daily Review of Level 1 and 2 letter/sounds.</div> <div>Blending and segmenting skills building in complexity VC, CVC, CCVC and include multisyllabic words for capable students, eg. cricket, packet.</div> <div>Decoding and Encoding activities.</div> <div>Use of Level 2 Decodable Readers. (until all Level 3 sounds have been introduced and students have the skills to then move to Level 3 decodable readers)</div> <div>Lessons for Spelling Rules and Morphology - Vowels, Vowel/Consonants, Apostrophes</div>						
High Frequency Words Level 2 - I, to, do, for, go, he, her, was, onto, off, you, yes, went, from, that, this, what, best										

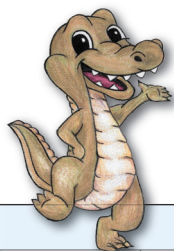
Foundation - Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 3									
		 		<p>Daily Review of Level 1 - 3 letter/sounds.</p> <p>Blending and segmenting skills building in complexity VC, CVC, CCVC and include multisyllabic words for capable students, eg. jacket, jetlag.</p> <p>Decoding and Encoding activities.</p> <p>Use of Level 3 Decodable Readers. (until all Level 4 sounds have been introduced and students have the skills to then move to Level 4 decodable readers)</p> <p>Lessons for Spelling Rules and Morphology - Doubled Consonants, Plurals +es, Prefix un, Compound Words, Syllables, Voiced and unvoiced Consonants</p>					
									
									
<p>High Frequency Words Level 3 - be, my, put, when, then, or, them, they, are, have, your, too, want</p>									



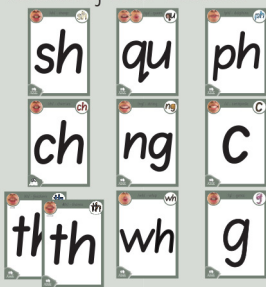

Foundation - Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 3				LEVEL 4					
Daily Review of Level 1 - 3 letter/sounds.				 	 	  	  	Daily Review of Level 1 - 4 letter/sounds.	
Blending and segmenting skills building in complexity VC, CVC, CCVC, including multisyllabic words.								Blending and segmenting skills.	
Decoding and Encoding activities.								Decoding and Encoding activities.	
Use of Level 3 Decodable Readers. (until all Level 4 sounds have been introduced and students have the skills to then move to Level 4 decodable readers)								Use of Level 4 Decodable Readers.	
				High Frequency Words Level 4 - we, if, so, how, all, who, does, here, their, there, goes, one, most					




YEAR 1 IMPLEMENTATION GUIDELINES

Year 1 – Term 1

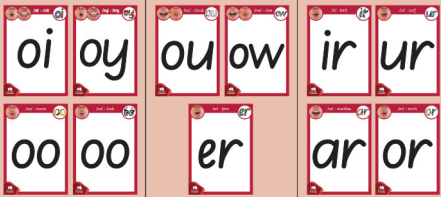
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 4							LEVEL 5		
<div>Revision of Level 4 sounds.</div> <div></div>							<div>Daily Review of Level 4 letter/sounds.</div> <div>Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words.</div> <div>Decoding and Encoding activities.</div> <div>Use of Level 4 Decodable Readers. (until all Level 5 sounds have been introduced and students have the skills to then move to Level 5 decodable readers)</div> <div>Lessons for Spelling Rules and Morphology - Silent e (for c and g), Silent e (for v), Schwa sound, Nouns, verbs and adjectives, Suffixes, Doubling consonant (when adding +ing)</div>		
<div>High Frequency Words Level 4 - we, if, so, how, all, who, does, here, their, there, goes, one, most, doing, like, some</div>							<div></div>		

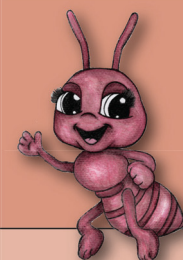
Year 1 – Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 5									
Revision of Level 5 sounds. 									
Daily Review of Level 5 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 5 Decodable Readers. (until all Level 6 sounds have been introduced and students have the skills to then move to Level 6 decodable readers) Lessons for Spelling Rules and Morphology - The three sounds of +ed (d, t, ed), Silent e (a vowel for syllables), Inflectional Endings +ing and +ed									
High Frequency Words Level 5 - by, say, ok, were, out, oh, these, many, being, other, going, where, herself, people									







Year 1 – Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 6									
									
Daily Review of Level 6 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 6 Decodable Readers. (until all Level 7 sounds have been introduced and students have the skills to then move to Level 7 decodable readers) Lessons for Spelling Rules and Morphology - Comparative adjectives with suffixes er and est, Suffix +less, Word families									
High Frequency Words Level 6 - come, make, give, use, also, ago, could, our, any, why, about, call, only, more, today									



Year 1 – Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 6		LEVEL 7							
Continue with Level 6 practise								Daily Review of Level 7 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 7 Decodable Readers. (until all Level 8 sounds have been introduced and students have the skills to then move to Level 8 decodable readers) Lessons for Spelling Rules and Morphology - Plurals +ies, Suffix +ish, 'e' rule when adding suffixes +ed, er, est, ing, 'y' to 'i' rule, Prefix +re, Open and closed syllables	
		High Frequency Words Level 7 - said, Mr, undo, would, know, after, always, called, coming, become							


























YEAR 2 IMPLEMENTATION GUIDELINES



Year 2 – Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 7									
<div>Revision of Level 7 sounds.</div> <div>     </div> <div>     </div> <div>    </div>									
<div>Daily Review of Level 7 letter/sounds.</div> <div>Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words.</div> <div>Decoding and Encoding activities.</div> <div>Use of Level 7 Decodable Readers.</div> <div>(until all Level 8 sounds have been introduced and students have the skills to then move to Level 8 decodable readers)</div> <div>Lessons for Spelling Rules and Morphology - Plurals +ies, Suffix +ish, 'e' rule when adding suffixes +ed, er, est, ing, 'y' to 'i' rule, Prefix +re, Open and closed syllables</div>									

Year 2 – Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 7		LEVEL 8							
Continue with Level 7 practise								<p>Daily Review of Level 8 letter/sounds.</p> <p>Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words.</p> <p>Decoding and Encoding activities.</p> <p>Use of Level 8 Decodable Readers and begin transitioning to authentic, year level texts.</p> <p>Lessons for Spelling Rules and Morphology - Contractions, Homophones (eg. hair, hare), Review plural rules.</p>	
									
									
High Frequency Words Level 8 - Mrs, ball, balls, word, work, last, full, pull, love, years, schools, weather, something									

Year 2 – Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 8									
<div>Daily Review of Level 8 letter/sounds.</div> <div>Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words.</div> <div>Decoding and Encoding activities.</div> <div>Use of Level 8 Decodable Readers and begin transitioning to authentic, year level texts.</div> <div>Lessons for Spelling Rules and Morphology - Contractions, Homophones (eg. hair, hare), Review plural rules.</div>									

