

SyllaSense Decodable Readers - Scope and Sequence

Book Title and Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalisations)	Morphology	Punctuation/Text Features	High Frequency Words ₁
<p><u>Yellow Series Fiction</u> 1. Cat Nap</p>	<p>-short <a>/ă/, short <o>/ö/₂ -<c>/k/, <g>/g/, <s>/s/ unvoiced -<d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/</p>	<p>-short vowel sounds in closed syllables -<c> as default grapheme for /k/₃</p>	<p>-n/a</p>	<p>-concept of phrase and sentence₄ -period at end of complete sentence -exclamation mark -capitalization of proper nouns</p>	<p>-"a"</p>
<p>2. Pig Pit</p>	<p>-short <i>/i/, short <u>/ü/ -<s>/z/ voiced -/b/, <f>/f/</p>	<p>-n/a</p>	<p>-n/a</p>	<p>-comma</p>	<p>-n/a</p>
<p>3. The Dip</p>	<p>-consonant digraph <th>/TH/ voiced (only in "the")₅ -final consonant cluster <nd> (only in "and")₆</p>	<p>-concept of digraph</p>	<p>-n/a</p>	<p>-n/a</p>	<p>-"the"</p>
<p>4. On the Rug</p>	<p>-<r>/r/, <l>/l/</p>	<p>-concept of liquid consonants₇</p>	<p>-suffix <-s> (both /s/ and /z/) as third person singular verb present tense -concept of "base" (free base can stand alone as a word) and concept of "suffix"</p>	<p>-n/a</p>	<p>-n/a</p>
<p>5. The Hot Dock</p>	<p>-consonant digraphs <ck>/k/ and <ff>/f/ -<z>/z/</p>	<p>-use <ck> final to base after single short vowel</p>	<p>-n/a</p>	<p>-n/a</p>	<p>-n/a</p>

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<u>Yellow Series Photo</u> 6. In Bed	-short <e>/ě/ -<x>/ks/	-n/a	-n/a	-n/a	-n/a
7. Pets	-<v>/v/ -<k>/k/	-<k> as /k/ (before <e>, <i> or <y>)	-suffix <-s> (both /s/ and /z/) as plural	-n/a	- "to"
8. Fun in the Mud!	-<w>/w/, <j>/j/ -consonant digraphs <zz>/z/, <ss>/s/, and <ll>/l/	-BOMP (Buzz Off Miss Pill) (double <z>, <f>, <s> and <l> final to base after single short vowel)	-n/a	-n/a	-n/a
9. Run!	-<y>/y/ as a consonant	-n/a	-n/a	-question mark	-n/a
10. Max	-review of concepts	-n/a	-n/a	-n/a	-n/a
<u>Green Series Fiction</u> 1. Get Up Cat	-review of concepts	-n/a	-n/a	-n/a	-n/a
2. The Log	-consonant digraph <th>/th/ unvoiced and <th>/TH/ voiced (in addition to "the" ₅)	-n/a	-n/a	-ellipsis	-n/a
3. The Bath	-consonant digraph <sh>/sh/	-n/a	-n/a	-n/a	-n/a

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4. The Hot Sun	<u>Green Series</u> Photo 1. Fat Cat	-initial consonant clusters with continuous sound as second phoneme (e.g. <pl>)	-n/a	-suffix <-s> as possessive	-apostrophe	-n/a
5. Dad's Truck	2. Red Dog	-initial consonant clusters with continuous sound as second phoneme (e.g. <tr>, <sn>)	-n/a	-n/a	-n/a	"of"
6. Red Dog in Mud	3. Kids Can	-consonant digraph <ch>/ch/ -3 consonant cluster <spl>, <scr>	-unconventional spelling of "much" and "such" ₈	-n/a	-n/a	-n/a
7. The Sled	4. Frog at Pond	-final consonant clusters (e.g., <mp>, <st>, <nd> in addition to "and" ₅)	-n/a	-suffix <-ing> as present participle ₉	-n/a	-"was"
8. Fat Cat's Lunch	5. The Trip	-initial consonant clusters with stop sound as second phoneme (e.g., <st>, <sp>)	-<o> is often pronounced as /ü/ when followed by <v> or <m> (e.g., "Mom")	-n/a	-capitalization for emphasis	-n/a
9. Spot, the Dog	6. Cam	-<-ed>/t/, /d/, /əd/ (schwa)	-concept of schwa in unstressed syllables ₁₀	-suffix <-ed> as past tense of a verb	-n/a	-n/a
10. The Chick	7. In the Bush	-consonant trigraph <-tch>/ch/ -<u>/oo/	-doubling rule -use <-tch> for /ch/ final to base after single short vowel -vc/cv syllable division	-suffix <-s> as possessive without apostrophe in "its"	-n/a	-n/a
	8. The Ducks	-<ng>/ng/ (e.g., "long") -digraph <qu>/kw/	-n/a	-n/a	-quotation marks	-"said"

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	9. The Chipmunk	-<nk>/nk/ (e.g., “think”)	-<wa> (<a> as short /ɒ/ after <w>)	-n/a	-n/a	-n/a
	10. The Bridge	-trigraph <-dge>/j/	-<a> (<a> as short /ɒ/ when followed by <l>) -use <-dge> for /j/ final to base after single short vowel	-n/a	-n/a	-“they”
Blue Series						
1. Sledding		-long <o>/ɔ̄/ and long <e>/ē/ (in single syllable words)	-long vowel sounds in open syllables	-n/a	-n/a	-“you”
2. Fishing		-<y>/ī/ in stressed syllable (e.g., “by”, “my”)	-n/a	-n/a	-n/a	-“your”
3. At the Creek		-vowel digraph <ee>/ē/	-vowel digraph (two letters that represent 1 vowel phoneme (sound)) -v/cv, vc/v syllable division (flexibility with vowel sounds) ₁₁	-n/a	-n/a	-n/a
4. The Play Day		-vowel digraph <ay>/ā/	-n/a	-n/a	-contraction “let’s”	-n/a
5. Recess		-consonant digraph <wh>/wh/ (e.g., when) -<c>/s/	-<c> as /s/ (when followed by <e>, <i> or <y>)	-compound words (2 free bases combined)	-n/a	-n/a

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6. Why?	-vowel digraph <ai>/ā/	-complete English words do not end in <v>, so a “marker <e>” is added ¹²	-n/a	-question/answer format	-“do”
7. River Otters	-<er>/er/ (e.g., otter)	-r-controlled vowel -<o> is often pronounced as /ū/ when followed by <v> or <m> (e.g., “love”)	-suffix <-ed> added to noun to form adjective	-n/a	-“love”
8. Sports	-<or>/or/ (e.g., sports)	-compound words with polysyllabic base	-n/a	-n/a	“are”
9. In the City	-<y>/ē/ in unstressed syllables (e.g., city)	-n/a	-n/a	-n/a	-“from”, “one”
10. Bobcats	-n/a	-<ild> /īld/, <ind> /īnd/, <old>/ōld/, <ost> /ōst/	-n/a	-n/a	-n/a
<u>Purple Photo Series</u>					
1.The Cave	-long <i>/ī/, long <a>/ā/, long <o>/ō/ (in vce pattern)	-vowel-consonant-<e> syllables (“marker <e>” to mark preceding vowel as long)	-n/a	-n/a	-n/a
2.Puffins	-long <u>/yū/	-3 syllable words, stress and schwa review ₁₀	-suffix <-y> as adjective - gives a sense of “characterised by” or “inclined to be”	-n/a	-“their”
3.The Insect Hunt	-long <u>/ū/	-n/a	-suffix <-er> as comparative (more)	-n/a	-“some”

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4.Cupcakes	-consonant digraph <wr>/r/	-n/a	-suffix <-er> as an “agent” or “one who”	-n/a	-n/a
5.Red Foxes	-long <e>/ē/ (in vce pattern)	-”marker <e>” as suffix cancellation (e.g., sense)	-suffix <-es> as plural ending (forms another syllable)	-n/a	-n/a
6. Biking	-n/a	-replace <e> suffixing convention	-suffix <-ful> - gives a sense of “full” or “full of”	-n/a	-n/a
7.The Tides	-n/a	-n/a	-suffix <-est> as superlative (the most)	-n/a	-”where”/ “there”
8.Niagara Falls	-<g>/j/	-<g> as /j/ (when followed by <e>, <i> or <y>)	-suffix <-ly> - gives a sense of “like” or “manner of”	-n/a	-subject word “Niagara”
9.At the Lake	-consonant digraph <kn>/n/	-n/a	-prefix <un-> - gives a sense of “not” or “the opposite of”	-n/a	-n/a
10.Fish	-<y>/ī/	-n/a	-prefix <re-> - gives a sense of “back” or “again” -concept of bound base	-n/a	-subject word “ocean”

The Scope and Sequence chart indicates which concepts are introduced in each book. Please note - these books are best used as reinforcement and practice of skills already taught. For example, if reading “Cat Nap” with a student, the student should already have been introduced to short /ă/, short /ō/, and be familiar with the consonants included in the book. Pre-teaching concepts is critical to successful reading. Please see the following notes, which correspond to the number references on our Scope and Sequence.

¹ In this series, we use the term “High Frequency Words” to describe words that are sometimes called “irregular”. In most cases, the spelling and pronunciation of a word is not “irregular”, rather less common, or influenced by the fact that English is a “stressed timed” language (function words such as “the” and “a” are usually unstressed and include a “schwa” /ə/ rather than a short or long vowel sound). We only include words in this column that don’t have grapheme phoneme correspondences that match the concepts taught at that point in the series. Later in the series, we also include a few “subject” words, with concepts not yet covered, yet are key to the storyline or topic.

² Throughout the Scope and Sequence, we use angle brackets (<>) to indicate the pronunciation of letter names, and slash brackets (/ /) to indicate the pronunciation of letter sounds (phonemes).

³ Use <c> as the default grapheme for /k/. Use <k> when followed by <e>, <i> and <y>.

⁴ In our first few books, we have several pages that only contain phrases. As such, they do not have capitalization or ending punctuation. Full sentences (contain a subject and a predicate), are capitalised and use ending punctuation.

⁵ The concept that English graphemes often include more than one letter is an important concept to teach early in literacy instruction. Several consonant digraphs are introduced in the Yellow Series, including consonant digraph <th>/TH/ voiced (exclusively in the word “the”). In Book 2 of the Green Fiction series, additional words with <th> (both /TH/ voice and /th/ unvoiced) are introduced.

⁶ Many resources use the term “consonant blends” rather than “consonant clusters”. We use the term “consonant clusters” to refer to separate graphemes (letters) side by side, each representing a separate phoneme (sound). The only consonant cluster introduced in the Yellow Series is <nd>, exclusively in the word “and”. “And” is a very high frequency word and is useful for writing longer sentences. We introduce additional words with consonant clusters later in the Green Series.

⁷ Liquid consonants (<l> and <r>) are consonant sounds with less obstructed air flow. There is not enough obstruction to cause friction, and as such these sounds can be perceived as vowel-like. They can be hard to pronounce when speaking and reading, and can be hard to hear when doing sound analysis of a word. Extra teaching is needed for some students with these consonants.

⁸ The words “such” and “much” do not follow regular spelling conventions (use digraph <tch> for /ch/ final to a base after a single short vowel). Noting this upon introduction can help avoid confusion later when <tch>/ch/ is introduced.

⁹ We introduce the suffix <-ing> as a unit before we introduce <ng>. Students tend to pick up <-ing> fairly quickly, but it can take some time and practice for them to isolate the <ng> heard within <-ing> and combine it with different vowel sounds.

¹⁰ The “schwa” is an unstressed vowel. In polysyllabic words, there will always be a stressed syllable. The vowel sound in unstressed syllables is a schwa, which is an indistinct vowel sound. Students can often hear the schwa in the suffix <-ed>, which is pronounced /əd/, not /ēd/.

¹¹ When students come across a polysyllabic word, the first step should always be to find the base and remove any affixes. If there are still multiple syllables, students need to look at the vowels and be flexible with the sound they try. If one vowel sound doesn’t work, they need to try a different vowel sound. Students need to be reminded that unstressed syllables have the schwa sound, so a straight long or short vowel sound may not always work when solving a word. This is why we encourage flexibility.

¹² Many resources call this a “silent <e>”, some call it a “final non-syllabic <e>”. We refer to it as a “marker <e>”. Marker <e> has many uses in English Orthography (e.g., indicates (or “marks”) a long vowel sound in the “vowel-consonant-<e>” syllable type, softens a preceding <c>, etc.).