Alignment between CoSTEY and Early Stage 1 NSW English Syllabus: Phonic knowledge

Outcome: uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts **ENE-PHOKW-01**

Single-letter graphemes	CoSTEY Codes	Additional notes
match a single-letter grapheme with a phoneme	P4 – P25	Introduce 2-4 GPCs at a time to assist with
say the most common phoneme for single-letter graphemes (graphs)	P4 – P25	blending and segmenting tasks.
segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts	P1 – P3 P26 - 29	Continuous phonemes (e.g., /s/ and /m/) are easier to blend and segment than stop phonemes (e.g., /b/ and /g/).
segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words	P36 – P56	
Digraphs	**CoSTEY Codes**	**Additional notes**
segment and encode CVC words containing consonant digraphs	P30 – P35	
experiment with encoding high-frequency words containing split digraphs and vowel digraphs	O1 – O11	Split digraphs in one-syllable words appear in O1 and O3

C = consonant phoneme; V = vowel phoneme

Alignment between CoSTEY and Early Stage 1 NSW English Syllabus: Spelling

Outcome: applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts **ENE-SPELL-01**

Integrating spelling components	CoSTEY Codes	Additional notes
combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes	across all codes	Align with words that include taught GPCs, inflected suffixes and compound words.
Phonological component	**CoSTEY Codes**	**Additional notes**
segment single-syllable words into phonemes as a strategy for spelling	P1 – P56	The more phonemes a word contains, the more difficult the task can be.
segment multisyllabic words into syllables and phonemes as a strategy for spelling	P57	The more syllables a word contains, the more difficult the task can be.
Orthographic component	**CoSTEY Codes**	**Additional notes**
spell their own	P4 - P25 P30 – P35	Make connections with taught graphemes; count the number of syllables and phonemes in student names.
know that the digraphs *zz*, *ss*, *ll*, *ff* and *ck* do not usually start a word in Standard Australian English	P19, P7, P16, P14, O13, O12	
know that words do not usually end with the letter *v*, and that *ve* is commonly used	O15	Teach with high frequency words: *give have, love* (contrast with irregular word, *of*)
experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words	O1 – O11	Select words that are relevant to topics being studied, literature being read and words used in writing tasks.
Morphological component	**CoSTEY Codes**	**Additional notes**
add the plural-marking suffix (s) to base nouns that require no change when suffixed	M2	Use morphemes that include taught GPCs.
experiment with the tense-marking suffixes to spell familiar base verbs	M1	
spell high-frequency compound words and homophones comprising taught graphemes	M17	

Alignment between CoSTEY and Stage 1 NSW English Syllabus: Phonic knowledge

Outcome: uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts **EN1-PHOKW-01**

Single-syllable words	CoSTEY Codes	Additional notes
segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts	O1 and O3	Teach alongside taught GPCs.
segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts	P4 – P56	Teach alongside taught GPCs.
segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts	O1 – O11	Introduce graphemes cumulatively. In addition, refer to *The Little Compendium of Standard English Spelling* (Daffern, T., 2022) for extended GPCs and word lists.

C = consonant phoneme; V = vowel phoneme

Alignment between CoSTEY and Stage 1 NSW English Syllabus: Spelling

Outcome: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts **EN1-SPELL-01**

Phonological component	CoSTEY Codes	Additional notes
segment single-syllable words into phonemes as a strategy for spelling	P4 - P56	Combine with words taught when addressing the Orthographic and Morphological components
segment multisyllabic words into syllables and phonemes as a strategy for spelling	P57	
Orthographic component	**CoSTEY Codes**	**Additional notes**
explain when to use double consonants to spell 2-syllable base words and apply this when spelling	O12	
spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs	O1 – O11	The base words could also be used when addressing the Morphological component.
explain that the consonant trigraphs, –tch and –dge, can end a base word immediately following a short vowel and apply this when spelling	O16	
spell taught high-frequency contractions	Introduce alongside taught GPCs.	
use extended phonic code for taught consonant phonemes	O13 O15	In addition, refer to *The Little Compendium of Standard English Spelling* (Daffern, T., 2022) for extended GPCs and word lists. Include multisyllabic words.
Morphological component	**CoSTEY Codes**	**Additional notes**
use spelling conventions when adding plural-marking suffixes	M2	Use base words that include taught GPCs.
use spelling conventions when adding tense-marking suffixes	M1	Use base words that include taught GPCs.
spell nouns ending in the suffix –er to indicate a person	M6	Use base words that include taught GPCs.
use the comparative and superlative suffixes –er and –est	M3	Use base words that include taught GPCs.
use the suffixes –ful, –y and –ly to spell taught high-frequency words	M4 (-y) M5 (-ly) M7 (-ful)	Use base words that include taught GPCs.
use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs	M17	Teach compound words and homophones alongside taught GPCs.
use common prefixes such as un–, re– and dis–	M12 – M16	Use base words that include taught GPCs.