

## ENGLISH: EARLY STAGE 1

### Phonic knowledge ENE-PHOKW-01

uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts

*Note.* Teach with Spelling and Handwriting

**Term 1**

**Term 2**

**Term 3**

**Term 4**

#### Single-letter graphemes

<ul style="list-style-type: none"> <li>Match a single-letter grapheme with a phoneme</li> </ul>	<b>Graphemes:</b> m, s, t, a, p, i, f, r, o, c, d, h	<b>Graphemes:</b> e, n, g, l, k, u, b, j, w, l, z, v, l, y	consolidate	
<ul style="list-style-type: none"> <li>Say the most common phoneme for single-letter graphemes (graphs)</li> </ul>	<b>Graphemes:</b> m, s, t, a, p, i, f, r, o, c, d, h	<b>Graphemes:</b> e, n, g, l, k, u, b, j, w, l, z, v, l, y		
<ul style="list-style-type: none"> <li>Blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts</li> </ul>	words with taught graphemes			
<ul style="list-style-type: none"> <li>Segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts</li> </ul>	words with taught graphemes			
<ul style="list-style-type: none"> <li>Blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts</li> </ul>	-	<b>qu, x</b> words with taught graphemes	consolidate	
<ul style="list-style-type: none"> <li>Segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words</li> </ul>	-	<b>qu, x</b> words with taught graphemes	consolidate	

#### Digraphs

<ul style="list-style-type: none"> <li>Decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts</li> </ul>	-	<b>Graphemes:</b> ck, ll, ff, ss, sh, zz, ch, wh, th, ng	consolidate	
<ul style="list-style-type: none"> <li>Segment and encode CVC words containing consonant digraphs</li> </ul>	-	Words with taught graphemes	consolidate	
<ul style="list-style-type: none"> <li>Decode words containing split digraphs and vowel digraphs</li> </ul>	-	<b>Graphemes:</b> ee	<b>Graphemes:</b> oo ay, ai, a_e ee (review), ea	consolidate
<ul style="list-style-type: none"> <li>Experiment with encoding high-frequency words containing split digraphs and vowel digraphs</li> </ul>	<b>NOTE</b> For examples of high frequency words, see next page: <b>Spelling: Integrating spelling components</b>		<b>For research-based high frequency words with split digraphs and vowel digraphs:</b> <b>See CoSTEY manual</b>	

Note: The phonics sequence offers one suitable example. It aligns quite closely with the Initial Lit decodable texts (MultiLit). The sequence can be adapted to suit other decodable texts as needed.

## ENGLISH: EARLY STAGE 1

### Spelling ENE-SPELL-01

applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts

**Note.** Teach with Phonic knowledge and Handwriting

**Term 1**

**Term 2**

**Term 3**

**Term 4**

#### Integrated spelling components

<ul style="list-style-type: none"> <li>Combine phonological, phonic, orthographic and morphemic knowledge to spell taught <b>high-frequency</b> irregular words comprising up to 3 phonemes</li> </ul>	<b>Examples:</b> <i>the, a, are, is, this, I, has</i>	<b>Examples:</b> <i>of, was, put, my, go</i>	<b>Examples:</b> <i>they, said, to, do, come, some</i>	<b>Examples:</b> <i>what, where, who, why</i>
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#### Phonological component

<ul style="list-style-type: none"> <li>segment single-syllable words into phonemes as a strategy for spelling</li> </ul>	<b>Graphemes:</b> <i>m, s, t, a, p, i, f, r, o, c, d, h</i>	<b>Graphemes:</b> <i>e, n, g, l, k, u, b, j, w, l, z, v, l, y</i>	consolidate	
<ul style="list-style-type: none"> <li>segment multisyllabic words into syllables and phonemes as a strategy for spelling</li> </ul>	-	-	words with taught graphemes; topic specific vocabulary	

#### Orthographic component

<ul style="list-style-type: none"> <li>Spell their own name</li> </ul>	Highlight taught graphemes where applicable		consolidate	
<ul style="list-style-type: none"> <li>Know that the digraphs zz, ss, ll, ff and ck do not usually start a word in Standard Australian English</li> </ul>	-	<b>Graphemes:</b> <i>ck, ll, ff, ss, sh, zz, ch, wh, th, ng</i>	consolidate	
<ul style="list-style-type: none"> <li>Know that words do not usually end with the letter v, and that ve is commonly used</li> </ul>	-	<b>Graphemes:</b> <i>v, -ve</i>	consolidate	
<ul style="list-style-type: none"> <li>Experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words</li> </ul>	-	<b>Graphemes:</b> <i>ee</i>	<b>Graphemes:</b> <i>oo, ay, ai, a_e, ee (review), ea</i>	consolidate

#### Morphological component

<ul style="list-style-type: none"> <li>Add the plural-marking suffix (s) to base nouns that require no change when suffixed</li> </ul>	-s	-s and -es	consolidate	
<ul style="list-style-type: none"> <li>Experiment with the tense-marking suffixes to spell familiar base verbs</li> </ul>	-s	-ing -s and -es	-ed	consolidate
<ul style="list-style-type: none"> <li>Spell high-frequency compound words and homophones comprising taught graphemes</li> </ul>	-	-	Teach compound words with taught graphemes. (e.g., <i>tiptop, hotdog, dustbin, cupcake, pancake, raindrop, teacup</i> )	
	-	Homophones <i>l, eye</i>	Homophones <i>be, bee, see, sea, to, two, for, four</i>	Homophones <i>one, won, ate, eight, where, wear</i>

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