



SCOPE AND SEQUENCE

FOR PHONICS AND WORD KNOWLEDGE - **FOUNDATION**

***phonological awareness**

***phonics *orthographic conventions**

This Scope and Sequence aligns closely with the current Australian Curriculum and Victorian Curriculum PHONICS AND WORD KNOWLEDGE section.

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FOUNDATION (THE FIRST YEAR OF SCHOOLING)

This scope and sequence covers **the phonics and word knowledge elements** for the Foundation years in Australia. (Foundation is the first year of formal schooling). Of course, Pelican Talk acknowledges that phonics and word knowledge is only *one* part of learning to read and write – but a very important part - particularly in this first year. **This is the year when foundations must be laid down... and this foundation is phonics.**

FACT: For phonics teaching to be successful, students must have strong phonological awareness that works towards an awareness of individual sounds (phonemes) in words. Along with this, they must become quick and accurate in linking letters to sounds (for reading) and sounds to letters (for spelling).

It is also vital for a teacher to include many rich language experiences in the classroom programming that involve speaking and listening. This includes talking about and listening to stories, sharing personal accounts, giving opinions, show ‘n’ tell, discussing the meaning of new words and attempting longer and more complex sentences **but these language experiences are quite separate to the explicit word study outlined in this document.** Embedding the phonics and word knowledge learning targets within the sharing of a big book, or incidentally referring to letters and their sounds while reading a story is NOT explicit and systematic and is NOT best practice. “Phonics in context” can be used **to reinforce the explicit teaching**, but should not be the primary teaching strategy.

This scope and sequence is about systematic and explicit teaching.

So let’s get on with it...

In Foundation, students need to become familiar with the **concepts of word, letter, lower case letter, capital (or upper case)* letter, syllable, rhyme and sound.** If these terms are confusing for a child, it will interfere with learning. The first challenge is to ensure that consistent terminology is being used in the teaching of reading and writing by all teachers within your school. Ensure that caregivers, tutors, speech pathologists and classroom helpers are correctly using the same terms as well.

- *Common examples of misuse of terms:*
1. *“What letter can you hear?” (Correction: You can’t HEAR a letter. It should be “What SOUND can you hear?”).*
 2. *“The capital letter says the name and the lower case says the sound.” (Correction: Both letters can be named and both make the same sound).*
 3. *One teachers asks “What’s the start sound of this word?” and the speech pathologist asks “What’s the first phoneme?” (Correction: Be consistent – particularly with students who have learning difficulties.)*



TEACHING TARGETS FOR FOUNDATION

Note: G refers to a GRAPHEME. P refers to a PHONEME.

The goals for **phonics and word study in Foundation teaching** are:

- **Explicitly teach the most common G-P links (for each letter of the alphabet)**
- **Explicitly teach the most common P-G links (for each of the phonemes above)**
- **Explicitly teach about the sound structure of words (that is, promote phonological awareness)**
- **Explicitly teach how to decode words (read regular consonant-vowel-consonant words by the end of Foundation)**
- **Provide decodable texts that incorporate the letters/graphemes that have been taught**
- **Present sound-based tasks that provide opportunities for children to write the letters that they have learnt**
- **Provide writing experiences that encourage students to encode (spell) regular words using the letters they have learnt (spell regular consonant-vowel-consonant words by the end of Foundation)**

In addition to these goals, students will need to start building a small bank of high-frequency words – some of which are irregular in their spelling. They will need to recognise some of these and be able to copy some of these so they can tackle early reading and writing.

Please note that when it comes to the child taking books home to read, **they will not be ready for this until they have mastered the basic letter-sound links included in that particular text. This is important.** Teachers should not feel pressured for students to take home “readers” before they have the early indicators for true reading. Children can take home “readers” when they can decode the words in those readers. This is common sense. Sending home a book that a child cannot read sets up poor habits such as guessing words or memorising sentences. This can make learning to read stressful (for the child and caregiver) and does not help with a child learning to decode accurately and fluently. It goes against best practice.

Now on with the Scope and Sequence... The Scope and Sequence over the following pages covers **five consecutive weeks of teaching**. Before this begins, it is recommended that at least two weeks of solid activities are conducted 1) exploring sentences and counting words within them and 2) promoting phonological awareness (syllables and rhyme patterns within words**). These important metalinguistic activities will be largely LISTENING AND SPEAKING activities as students are yet to learn their G-P links. ****See the Pelican Talk website FREE tab for the document; Literacy Vitals: Rhyme and Rime, Literacy Vitals: Syllables.**

When a teacher is then ready to embark upon this scope and sequence, it is recommended that it is followed as closely as possible. Although the introduction of the letters and their sounds (in the left column) may seem rapid, the idea is that after the five weeks are complete, the sequence begins again. This allows for the “fast learners” to learn what they need to know early and for the slower learners to have repeated exposure to sounds and letters that have been covered earlier.* Targets in the middle column can vary in the second cycle, progressively becoming more advanced if needed. Likewise, the bank of high frequency words covered (the right column) should be built upon as each cycle takes place. See the end of this document for more details.

*The sequence for the letter-sound link teaching in the left column is **based on** best practise as outlined in the book, **No More Teaching a Letter a Week** by Ellin Oliver Keene, Rebecca McKay, William H. Teale, Nell K. Duke. *Heinemann* 2015. * The grey boxes on each page contain links to resources that are used in Pelican Talk’s teaching and intervention. Have a read of each first because they apply to all five weeks of teaching. Some are free under the FREE tab of the website and some are available for purchase in the online store. See the last page for details.

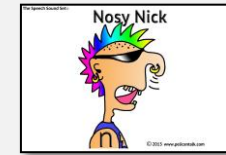
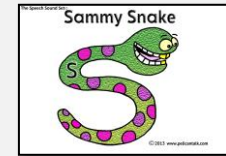


PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

CYCLE ONE – FOUNDATION Recommended time per session: 60-90 mins

WEEK ONE	LETTER/SOUND KNOWLEDGE, PHONICS	PHONOLOGICAL AWARENESS (PAIR TEACHING WITH LETTERS WHERE POSSIBLE)	HIGH FREQUENCY WORDS
DAY 1	<p style="text-align: center;">S A</p> <ul style="list-style-type: none"> -Explore Sammy Snake and Andy Apple sounds including the mouthshape -Name the letters – lower case and capital -Include explicit teaching and practice of lowercase letter writing -Use the word VOWEL . make a fuss about A being a vowel and that it's very special. Start a VOWEL CHART (see page 2) 	<p>FIRST SOUNDS</p> <ul style="list-style-type: none"> -Read lists of words starting with each target sound. -Model first sounds and demonstrate sorting A vs S words -Segment sentences into words (Listen for words starting with S and A). 	<p>High frequency words are those words that are seen often in texts and are needed for writing but teaching them is not a good place to start.</p> <p>This is because their spelling is often quite irregular (or more correctly, many high frequency words are irregular for early learners. As we unlock more and more of the patterns of English spelling, a word like WAS -highly irregular for a Foundation student- is not so irregular for an advanced student who has learnt WA says /wo/ and a single S often says /z/ on the end of a word).</p> <p>But in the early stages our goal is to unlock the code of the written word. For this code to be decipherable, present regularity. Do not set up poor habits of having students try and remember the order of the letters visually. Good teaching involves teaching how to decode. Recognising words visually comes later.</p>
DAY 2	<p style="text-align: center;">T P</p> <ul style="list-style-type: none"> -Explore Tapping Tessa and Painting Pony sounds including the mouthshape -Name the letters – lower case and capital -Include explicit teaching and practice of lowercase letter writing -Discuss the Mouth Trick when teaching about the shape of the lower case p (see the FREE TAB on Pelican Talk website) 	<p>FIRST SOUNDS</p> <ul style="list-style-type: none"> -Read lists of words starting with each target sound -Model first sounds and demonstrate sorting T and P words -Segment a sentence in words (listen for words starting with T and P) 	
DAY 3	<p style="text-align: center;">I N</p> <ul style="list-style-type: none"> -Explore Itchy Iggy and Nosey Nick sounds including the mouthshape -Name the letters – lower case and capital -Include explicit teaching and practice of lowercase letter writing -Use the word VOWEL . make a fuss about I being a vowel and that it's very special. Add it to a VOWEL CHART 	<p>FIRST SOUNDS</p> <ul style="list-style-type: none"> -Read lists of words starting with each target sound -Play Does it start with /n/? Go through a list of words. - Do the same for /i/. <p>RHYME</p> <ul style="list-style-type: none"> -Intro the word IN and concept of RHYME... Model words that rhyme with IN ... PIN TIN SIN SPIN -Play DOES IT RHYME? Yes or no? 	
DAY 4	<p>Revise: SATPIN</p> <ul style="list-style-type: none"> -Name all letters (lower case and capital). Aim for automaticity -Writing the letters (focus on lower case). Aim for correct formation -Saying the sounds for each – aim for 1) accuracy and 2) speed 	<p>FIRST SOUNDS</p> <ul style="list-style-type: none"> - Listen for the start sound of given words and sort first sound pics into words beginning with S A T P I N 	
DAY 5	<p>Revise the letters and sounds as above</p> <p>* Decodable readers that use SATPIN may be sent home at this point. Some free SATPIN downloadable books are available on the SPELD-SA website.</p>	<p>RHYME</p> <ul style="list-style-type: none"> -Talk about words that rhyme with AT and IN -Demonstrate how you write PAT SAT PIN TIN -Match rhyming words into IN and AT columns. OR... <p>FIRST SOUNDS</p> <p>Students identify the first sound of pictures and write the letter that goes with the sound</p>	

WHO IS SAMMY SNAKE?



In this document, the names of Sammy Snake, Andy Apple and so on come from **The Speech Sound Set**, a program that has a character (Sound Buddy) for every phoneme of Australian English. It helps students explore letters that each sound can link to but has a focus on mouthshapes and sound features. This is very beneficial for young learners. The resource pack even contains pictures of words starting with each of the sounds covered in Foundation and many wordlists.

There are several versions available. **The Speech Sound Set – Complete** contains all letter links and covers the spelling of all sounds including the 21 vowel sounds.



PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

WEEK TWO	LETTER/SOUND KNOWLEDGE AND PHONICS	PHONOLOGICAL AWARENESS (PAIR TEACHING WITH LETTERS WHERE POSSIBLE)	HIGH FREQUENCY WORDS
DAY 1	M D -Explore Munching Mama and Dave Drummer sounds -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing	FIRST SOUNDS -Model first sounds and demonstrate sorting M vs D words -Does it start with M or D? -Sort M and D pics and write lowercase letters on each	By Day 5, the letters T H E A I S will have been covered so it is time to introduce a few high frequency words. This will be useful for reading and also for spelling. Keep in mind, however, that these should not be the focus for teaching. The following words are common, but none of them can be encoded or decoded using the G-P correspondence taught so far.
DAY 2	C K (CK) -Explore Cara Kookaburra sound -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing -Talk about the word digraph using Spell Signs – (not in curric till Year 1) -Explain that CK never comes at the start of words	FIRST SOUNDS -Say single syllable words and have students listen for the sound at the start or the end. -Make a column for words with the sound at the start and one for words with the sound at the end. Write the words and circle the letter (or digraph) making the sound and discuss. Don't expect students to copy or learn these words to spell or read. It is simply to demonstrate the use of C, K and CK.	Explain that these words are a bit strange in that we cannot sound them out. We just need to know them. Explain how they would sound if we sounded them out! Find these words in books. Talk about how we pronounce the words. Tell students they will be useful to learn to write and provide them on a laminated card on table-tops for copying when needed.
DAY 3	E H R -Explore Energetic Edna, Hot Harry and Red Rex sound -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing -Use the word VOWEL. Make a fuss about E being a vowel and that it's very special. Add E to the VOWEL CHART. Revise the names of the vowels A, E, I and the sounds they make	LISTEN FOR THE VOWEL SOUND (MIDDLE SOUND) -Present some three sound words that have the vowels a, e, i in the middle. -Say the word, then as the students watch and listen, tell them to listen for the middle sound. Sound out the word on three fingers (Spell Signs) and then grab your middle finger. Ask "What was the middle sound?" or "What's the vowel sound?" (interchange). Link the sound to the vowel letter.	
DAY 4	Revise: S A T P I N M D C K E H R -Name all letters (lower case and capital) -Vowels learnt so far - Writing the letters -Saying the sounds for each	BLENDING ONSET and RIME -Write in on the board by sounding out the sounds - Say a consonant sound (that has been studied) and then say in . (Use onset and rime from Spell Signs if you are using this system and have students copy). -Demonstrate how the two can be joined and ask "Is this a real word? If it is, rewrite the word." - Do the same for at	
DAY 5	Revise: Letters and sounds as above * Decodable readers that use S A T P I N M D C K E H R may be sent home at this point. See the downloadable books are available on the SPELD-SA website.	BLENDING ONSET and RIME -Write ip on the board by sounding out the sounds - Say a consonant sound (that has been studied) and then say ip . (Use onset and rime Spell Signs if you know them). -Demonstrate how the two can be joined and ask "Is this a real word? If it is, rewrite the word." -Continue by having students blend a given onset with the rime. Write up real words. Do the same for en	the The is a A

PHONO-BAGS

Phono-bags is the name that Pelican Talk calls bags (or pillow slips) full of items beginning with a target sound. They are great for introducing a letter, its sound and showing or sorting a whole lot of items beginning with the target sound/s.


Often in our workshops, when I talk about these, teachers and speech pathologists have expressed that they have trouble finding enough items for their bags!

For this reason, Pelican Talk has placed a very affordable document "Phono-bags" in the online store. It lists items for each bag and how to make, where to find them easily and quickly.

Make up a phono-bag for each letter/sound. Once you've made them, you'll use them over and over again!



PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

WEEK THREE	LETTER/SOUND KNOWLEDGE AND PHONICS	PHONOLOGICAL AWARENESS (PAIR TEACHING WITH LETTERS WHERE POSSIBLE)	HIGH FREQUENCY WORDS
DAY 1	G O -Explore Gulping Gary and Orange Octopus sounds -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing	FIRST SOUNDS -Model first sounds and demonstrate sorting G vs O words -Does it start with G or D? (D is from previous learning) -Sort G and D pics and write lowercase letters on each	After DAY 1, we have covered the letters to make the following common words. These words are in the top used by young children in their writing, so are useful to practise. They are also regular.
DAY 2	U L -Explore Upset Uncle and Lovely Lara sound -Explain that Upset Uncle's name sounds a bit like the name of R. Contrast these. -Explain also that when the letter a is a word (as in a dog, it sounds just like the Upset Uncle sound -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing	FIRST SOUND -Model first sounds and demonstrate sorting of U and L words. -What vowel sound does it start with? (use A, E, I, O, U items or pictures but make sure they are ONLY making the short vowel sounds studied so far).	Be sure to show examples of these words being used in a sentence as they can sound quite different when used in running speech.
DAY 3	F B -Explore Furry Fox and Babbling Barry sound -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing -Discuss the Mouth Trick when teaching about the shape of the lower case b (see the FREE TAB of Pelican Talk website)	FIRST SOUNDS -Model first sounds and demonstrate sorting F vs B words -Does it start with F or B? -Sort F and B pics and write lowercase letters on each	and it It on On in In am had got
DAY 4	Revise: S A T P I N M D C K E H R G O U L F B -Name all letters (lower case and capital) -Vowels learnt so far - Writing the letters -Saying the sounds for each Now that b and d have been explored, compare and contrast the letter similarities. See Confusing B and D (Free tab Pelican Talk website) * Decodable readers that use the above letters may be sent home at this point.	BLENDING SOUNDS Write some three letter words using letters that have been studied. Say the sound for each as you point to each letter. Model how you blend the sounds together to make a word. Continue and encourage students to blend the sounds into words. (If too difficult, they can try two letter regular words IT IN IF ON AT and even nonsense words such as UG IM ED).	Practise segmenting these words into sounds using fingers or sound stones (as used in Sound Segmenter). "Sounding-out" results in deeper learning than attempting to remember these words solely by sight.
DAY 5	 Revise Letters and sounds with special attention to the vowels. (Left: The vowel sound buddies are Andy Apple, Energetic Edna, Itchy Iggy, Orange Octopus and Upset Uncle)	BLENDING SOUNDS Repeat the above, but have a special focus on the vowel sounds. Blend the sounds into words and then ask... what was the vowel sound in _____? E.g. PET.... What was the vowel sound in pet? (answer must be the sound).	

VOWELS

The concept of vowels is very important in literacy. Every word – and in fact, every syllable - has a vowel* so learning to read and write the letters quickly and accurately is essential.

By the end of week 3, all the 5 vowel letters (making the 5 short vowel sounds) have been covered.

I like students to be able to know how to name their vowel letters in order. We do this by saying them as we touch each finger (as in the finger-spelling of Auslan – A begins at the thumb).

VOWEL CHART

I use a vowel chart that is simply a big outline of a hand with a vowel letter written on each finger.

After all 5 vowel letters have been studied, I have students make a small version themselves using their own hands as the template. I teach them to touch each finger as they say each vowel name and then say the short sound that each makes.
(See Spell Signs)



PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

WEEK FOUR	LETTER/SOUND KNOWLEDGE AND PHONICS	PHONOLOGICAL AWARENESS (PAIR TEACHING WITH LETTERS WHERE POSSIBLE)	HIGH FREQUENCY WORDS
DAY 1	J W -Explore Jumping Giant, Wonderful Worm -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing - Contrast Red Rex (previous learning) with Wonderful Worm’s sound as these can be substituted in speech in the first year of schooling	FIRST SOUNDS -Model first sounds and demonstrate sorting J vs W -Does it start with R or W? (R relates to previous learning). -Sort R and W pics and write lowercase letters on each (Note that some students may find /r/ hard to say and may be using /w/ instead because of their inability to say the sound rather than their inability to perceive it. If this is the case, let them point to Red Rex or Wonderful Worm as they attempt their responses.	By this stage, students should be familiar with the sounds made by the vowel sounds E and I so a deviation from this regular G-P link can be shown in some common words. Again, it should be stressed to students that these words are strange and you can’t sound them out. Me me He he She she I
DAY 2	X V (VE) -Explore Victor Vampire sound and the letter X -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing -Explain that V never occurs at the end of a word in English. Instead we use VE (this occurs in common words like GIVE, LIVE, HAVE) -Explain that X actually makes two sounds... /k/ and /s/. Explain that we don’t use this letter at the start of words to make these sounds.	FIRST SOUNDS -Model words that start with the /v/ sound. -Model words that end with X. - Does its start with V or F? (from previous learning). * /v/ and /f/ sounds are sound pairs – they are very similar	Read these words as you point to them. Explain how they are pronounced. Also look at the phrases below. Often high frequency words don’t make much sense on their own. I am _____ He is _____ She is _____
DAY 3	Revise naming letters and sounds learnt so far S A T P I N M D C K E H R G O U L F J W X V VE CK	LISTEN FOR THE END SOUND -Present a range of words and have students say the end sound only, then show the spelling of the word and circle the end letter that is making the sound. With words ending in X, the end sound is /s/ - discuss this in relation to X and how it makes 2 sounds.	
DAY 4	Revise naming letters and sounds learnt so far Present and explore Letters below (Sound Pairs) - the sounds for each of the letters below are made in the same place of the mouth, only one is “voice off” (the first) and the other “voice on” (the second). The concept of sound pairs is good to discuss and explore as these are often confused. F V P B T D C/K G	BLEND AND SEGMENT 3 SOUNDS Using the sounds and letters studied so far, blend 3 sound words – make the word – and then have students segment the sounds again (on their fingers or using Sound Stones). Write the word and circle the sounds	
DAY 5	* Decodable readers that use the above letters may be sent home at this point.	LISTEN FOR START AND END SOUNDS Say a word and ask for either the start or the end sound. Next ask whether the sound is VOICE ON or VOICE OFF.	

THREE SOUND REGULAR WORDS

These are really important in early learning.

A few examples using the letters studied so far are:

mat, hip, tin, man, pen

(**neck** is also one, but contains a digraph so is more challenging).

Start with activities that involve students blending three sounds, as this is easier than segmenting.

Students should be able to blend and segment without letters (phonological awareness tasks) but should also combine letter writing and reading in the tasks to make the activity more functional.

SOUND SEGMENTER and **WIZARD** are resources on in the Pelican Talk online store that provide activities for blending and segmenting three (and then four) sound words.

There is also a list of three sound words free under the FREE tab on the Pelican Talk website.



PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

WEEK FIVE	LETTER/SOUND KNOWLEDGE AND PHONICS	PHONOLOGICAL AWARENESS (PAIR TEACHING WITH LETTERS WHERE POSSIBLE)	HIGH FREQUENCY WORDS
DAY 1	<p>Y Z</p> <ul style="list-style-type: none"> -Explore Yucky Yak and Zippy Zac sounds -Name the letters – lower case and capital -Include explicit teaching of lowercase letter writing -Explain that Y makes the Yucky Yak sound at the start of words (not at the end) -Comment how Y can sometimes act like a vowel – but that learning will come later. 	<p>FIRST SOUNDS</p> <ul style="list-style-type: none"> -Say lots of words that begin with Y and Z and comment on the first sound. -Does it start with Y or Z? -Sort Y and Z pics and write lowercase letters on each 	<p>Revise how the word are written when you talk about yourself:</p> <p>Me</p> <p>I</p>
DAY 2	<p>QU</p> <ul style="list-style-type: none"> -There is no QU picture in the Speech Sound Set because QU actually makes two sounds. -You might consider showing the Quarrelling Queens picture from the Singing Alphabet or you can show the Cara Kookaburra plus the Wonderful Worm sounds linked together (KW). -Name the QU letters – lower case and capital -Include explicit teaching of lowercase letter writing -Explain that Q has to go with the letter U and together they make the QU sounds. 	<p>FIRST SOUNDS</p> <ul style="list-style-type: none"> -Say a list of words that start with QU sounds. - Sort words that start with /k/ /w/ sounds and words that start with only the /k/ sound. E.g. quick kick queen keen quill kill quack cack quake cake 	<p>Now introduce the word YOU (only the first sound can be sounded out and matched to a known grapheme at this point).</p> <p>My is also a common word that is seen and used often.</p>
DAY 3	<p>SS FF LL ZZ</p> <ul style="list-style-type: none"> -note: the teaching of digraphs is not in the Australian Curriculum until Year One. Pelican Talk believes it is useful teaching briefly about these in one session -Show these letter pairs (digraphs) and the sounds each make. -Explain that when these sounds come after a single vowel letter, the double letter is usually made. That is because these are LONG consonant sounds. E.g. KISS, OFF, HILL etc. 	<p>LISTEN FOR END SOUNDS.</p> <ul style="list-style-type: none"> -Give a range of words ending in SS FF LL ZZ. -Students must say the end sound. -Show how the word is written and circle the double letters. 	<p>Comment that it has the letter Y in it but the letter is not saying Yucky Yak's sound.</p> <p>Practise reading</p> <p>My cat</p> <p>My dog</p> <p>My mum</p> <p>My dad etc.</p>
DAY 4	<p>Revise: S A T P I N M D C K E H R G O U L F J W R X V</p> <p>Y Z QU VE CK SS FF LL ZZ</p> <ul style="list-style-type: none"> -Name all letters (lower case and capital) - Writing the letters -Saying the sounds for each 	<p>SEGMENT THREE SOUND WORDS</p> <ul style="list-style-type: none"> -Say a word -Students segment the word into three sounds -Students can then attempt to write the words 	
DAY 5	<p>Revise all letters learnt so far. Say the name for each, the sound each makes, write it – and discuss any orthographic (spelling patterns) E.g. VE - says /v/ and it goes at the end of a word because no word in English ends in the letter V by itself.</p> <p>*Decodable readers using the above letters may be sent home at this point.</p>	<p>BLENDING ONSET AND RIMES</p> <ul style="list-style-type: none"> -Give each student a written rime (that they can decode) E.g. ill ack at op am - Say a sound and each student has to say the sound at the start of their rime and see if it makes a real word. Real words are then written (by teacher or student) 	

A LETTER STORY BOOK

Some students have a lot of difficulty learning which letter goes with a sound and/or how to form the letter. These problems are usually evident early on. If there are difficulties, it is important to intervene early. (Sometimes these students are great at sounding out and blending but their letter skills will cause them to be poor readers and writers unless something is done).

For these students start a LETTER STORY book. Focus on the lower case as these will be the most important for fluent reading & writing. For each letter, have a double-spread page in a lined scrap book. Write the letter and discuss what it looks like. It's best if students tell you what **they** think it looks like first. Together, try and think of a "story" that helps with the formation and recognition of the letter.

Examples: ***u - the letter looks like the skate ramp where I go down and u-u-up**
***m- to get some speed, first go straight down on my motorbike then hoon over the two mountains** ***h – start up at the sun and go down and build Harry a hut he can hide in**

*Note: For this strategy to work, the student must have first sound awareness (e.g Pup starts with /p/).

Decorate the letter shapes with pictures that relate to the story. Learn the letters by: The adult says the sound and the student says the Letter Story, then says it again as they form the letter. Let the student practise forming the letter again and again on the page.

LETTER FORMATION RESOURCES

Pelican Talk stocks a number of great letter formation products that work!
 See the online store.



PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

What do I do after the five weeks is complete?

Ongoing assessment of each student's progress is vital. Can each student identify first sounds? Are they able to link a letter to a sound? What is their area of strength? Are there difficulties that are evident? Are there students who need extension?

Some students will need some individual programming to address needs after (or even during) the first five weeks. Are they having a lot of trouble with remembering letter shapes - will they need a Letter Story Book? Will they need extra practice identifying first sounds? Who will do this and how often? Do you need to meet with caregivers? Can you train the classroom helper or aide to spend 15 minutes extra with a student or two each day?

There will be other students who have sailed through and will need extending. This is easy. In your next cycle, they can be given more advanced tasks for each session.

After the first five weeks, the teaching begins again and works through the same progression. The same letters and sounds in the left column are revised with a goal of greater automaticity of G-P knowledge (and vice versa) and a greater accuracy and speed in naming letters and writing them.

The activities in the middle column should differ. More input from students is expected with less modelling by the teacher. In addition, other phonological awareness tasks - that work towards the goals below - should be incorporated. Suitable activities are covered in more detail in Pelican Talk's training sessions.

Note that ONLY when all G-P correspondences have been learnt (for the letters of the alphabet), should the teaching of high frequency irregular words be increased. At this point, it is up to the teacher to choose from a number of available resources to systematically target these. One such resource is the Oxford Wordlist (www.oxfordwordlist.com).

The goals for PHONICS AND WORD KNOWLEDGE in Terms 1 – 3 are for students to work towards:

- Segmenting three sound words and writing them quickly and correctly
- Blending three sound written words (that is, reading them) quickly and correctly
- Being able to say the names of the five vowels and their short vowel sounds quickly and easily (in order and in random order)
- Using a bank of short vowel rimes for spelling and reading (keep a list of the ones you have provided students)
- Learning to read and write a small bank of high frequency words (keep a list of these)

At all times, the focus in PHONICS AND WORD KNOWLEDGE sessions should be:

- Learning about the lower case letters of the alphabet, how to form them, name them and the most common sound they make
- Learning how to segment and blend three sounds in a word and then using known letters to read and write them
- Learning to segment words into syllables and segment words into onset and rime
- Learning how to use a given short vowel rime to make a word

To complement these sessions, decodable "readers" should be provided that include the letters/sounds that have been covered.



PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

RESOURCES MENTIONED IN THIS SCOPE AND SEQUENCE

Available from the Pelican Talk. You can order via the online store or by downloading and emailing an order form.

[The Speech Sound Set](#)

[Spell Signs](#)

[Sound Segmenter](#) (downloadable option)

[Wizard](#)

[Phono-bags \(downloadable\)](#)

[Write n Wipe Lower Case letters](#)

[Silishapes – Lower Case letters](#)

[The Singing Alphabet](#)

[Lower case magnetic letters](#)

[Lower Case Alphabet Pack](#)

Available from the Pelican Talk website – FREE

Literacy Vitals - Rhyme and Rime

Literacy Vitals – Syllables

Confusing B and D - The Mouth Trick

3 Sound Regular Words

If you wish to purchase all these resources to the left to support your literacy teaching, you might like to receive them at a discounted price.

\$540 of resources can be supplied to you for \$450 (includes GST).

*Subject to availability. Stocks of some resources are limited.

*The documents from the FREE section will also come included on the USB flash stick in your parcel.

*See website for details of each product.

*Postage = a flat rate of \$12.50

*Purchase orders accepted, but like all Pelican Talk orders attract a processing fee of \$5.50.

To order, simply email lucia@pelicantalk.com with the subject LITERACY PACK .

Include your name (for tax purposes), your postal address and how you would like to pay.

An invoice for payment will be returned to your email and upon payment, your goodies will be on their way!



PHONOLOGICAL AWARENESS, PHONICS AND WORD KNOWLEDGE - SCOPE AND SEQUENCE FOR LEARNING

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