



Kindergarten

Syllabus Outcomes

ENe-2A: Compose simple texts to convey an idea or message

ENe-4A: Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

ENe-5A: Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling

Syllabus Content

Teach students to:

- know that spoken sounds and words can be written down using letters from the alphabet and how to write some high-frequency sight words and known words (ACELA1758)
- spell unknown words phonetically with closer approximations
- know how to use onset and rime to spell words (ACELA1438)
- use and write beginning and ending sounds of spoken words
- know that letters are used to represent sounds when writing words
- understand that spoken words are made up of sounds
- recognises rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)
- consistently identify words that start with the same initial sound
- identify the beginning and end sounds of words
- segment simple spoken words into separate sounds

Teach students to:

- compose texts using some sight words and known words
- use approximations and some conventional spelling
- attempt to spell unknown words using simple strategies, e.g. segmenting
- spell some common words accurately in their own writing
- vocalise or subvocalise words when trying to write them
- use plural form when spelling
- understand and recognise high-frequency words, including own name
- read and understand some sight words in simple, predictable texts
- identify most of the sounds and name all letters in a given word
- use phonological strategies when reading, including letter-sound relationships
- use knowledge of letters and sounds to decode words, including those in initial, final and medial positions
- manipulate letters to assist reading, e.g. delete an onset to make a new word, delete a rime to say an onset



Kindergarten
Literacy Continuum—*Best Start*

Phonics: Involves making the connection between sounds and letters when reading and spelling. 'Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 1	Cluster 2	Cluster 3	Cluster 4 <i>End of K</i>
<ul style="list-style-type: none"> Identifies one letter that is the same in two words 	<ul style="list-style-type: none"> Identifies two or more letters that are the same in words. 	<ul style="list-style-type: none"> Identifies all letters that are the same in more than one context. 	<ul style="list-style-type: none"> Names all letters in a word.
<ul style="list-style-type: none"> Identifies some letter names, e.g. first letter of own name. 	<ul style="list-style-type: none"> Identifies some letters that are the same in more than one context. 	<ul style="list-style-type: none"> Names most letters in a given word. 	<ul style="list-style-type: none"> Says most sounds in a given word.
	<ul style="list-style-type: none"> Names some letters in a given word. 	<ul style="list-style-type: none"> Says some of the sounds for letters in a given word. 	<ul style="list-style-type: none"> Spells unknown words phonetically with most letters in the correct sequence.
	<ul style="list-style-type: none"> Says one of the sounds for a letters in a given word. 	<ul style="list-style-type: none"> Blending up to three sounds in words when reading. 	<ul style="list-style-type: none"> Recognises, says and writes names and common sounds of the alphabet.
	<ul style="list-style-type: none"> Writes approximate letters for some sounds . 	<ul style="list-style-type: none"> Writes letters to correspond with single letter sounds. 	

Reading Texts - involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 1	Cluster 2	Cluster 3	Cluster 4 <i>End of K</i>
<ul style="list-style-type: none"> Attempts to read words in the environment, e.g. billboards, signs. (<i>displayed camera words</i>) 	<ul style="list-style-type: none"> Reads some high frequency words correctly in simple, predictable texts, e.g. <i>my, I</i>. 	<ul style="list-style-type: none"> Reads words using known letter/ sound relationships. Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support. 	<ul style="list-style-type: none"> Reads all or most of a more challenging story book.

Aspects of writing - involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 1	Cluster 2	Cluster 3	Cluster 4 <i>End of K</i>
<ul style="list-style-type: none"> Engages in writing-like behaviour using scribble or strings of letters. 	<ul style="list-style-type: none"> Attempts to form some letters. 	<ul style="list-style-type: none"> Vocalises words to approximate spelling. Begins to develop a simple writing vocabulary, including some high frequency words 	<ul style="list-style-type: none"> Attempts to spell high frequency words that have been taught.



Content

Metalanguage

To be used orally by the teacher and the students

word letter sound sounds phoneme phonemes graph grapheme consonant double consonant vowel short vowel digraph blend segmenting

Grapheme Phoneme Representations	Set 1 Camera Words	Teach students to	Assessment
<p>s m c t g p a o</p> <p>r l d b f h u i</p> <p>v w y z j n k e</p> <p>ll ss ff zz</p> <p>One phoneme more than one representation</p> <p>l (leg) ll (bell)</p> <p>s (sun) ss (kiss)</p> <p>f (fun) ff (huff)</p> <p>z (zip) zz (buzz)</p> <p><i>EXTENSION</i> <i>(l ll le,)</i> <i>(b bb d dd p pp, m mm, n nn, t tt, g gg, r rr)</i></p> <p>sh ch th wh</p> <p>ck ng qu x</p> <p>c (cat) k (kitten) ck (duck)</p>	<p>l the was to are she</p> <p>day of a he today for</p> <p>all is me no they said</p> <p>you play this come my have</p> <p>like do says what going give</p> <p>away see look very once we</p>	<p>Recognise grapheme phoneme correspondences automatically (within 150 milliseconds)</p> <p>Blend phonemes together to read unknown words. vc/ vcc/ cvc/ ccvc/ words</p> <p>Segment words into phonemes to spell unknown words. vc/ vcc/ cvc/ ccvc/ words</p> <p>To read camera words.</p> <p>To spell camera words.</p> <p>To read decodable words, phrases and sentences containing camera words in flip books, and decodable books.</p> <p>To read decodable and camera words when reading levelled guided reading books above level 4.</p> <p>To spell decodable and camera words in all writing.</p> <p>To write captions, phrases and sentences</p>	<p>Recognise GPCs</p> <p>Blend phonemes to read simple words</p> <p>Read decodable texts</p> <p>Segment simple words</p> <p>Read decodable captions and sentences</p> <p>Write decodable captions and sentences</p> <p>Camera word reading</p> <p>Camera word spelling</p> <p>Begin to PM Benchmark students reading above level 4.</p>



Year 1

Syllabus Outcomes

EN1-2A: Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.

EN1-4A: Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.

EN1-5A: Uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words.

Syllabus Content

Teach students to:

- reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672) read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)
- know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)
- understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)

Teach students to:

- spell high-frequency and common sight words accurately when composing texts
- spell known words using letter names
- isolate and write the initial, medial and final sound of a word
- exchange one letter in a written word with a different letter to make a new word
- use double consonants where appropriate, e.g. 'hopping'
- begin to use a dictionary for spelling activities and word meaning
- recognise when a word is spelt incorrectly
- use morphemic and phonological knowledge when spelling
- recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)
- understand the variability of sound–letter matches (ACELA1459)
- recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)
- automatically recognise irregular high-frequency words, e.g. 'come' and 'are'
- use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, e.g. using an increasing repertoire of high-frequency and sight words, segmenting words into syllables
- manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)



Year 1
Literacy Continuum—*Best Start*

Phonics: Involves making the connection between sounds and letters when reading and spelling. 'Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 4	Cluster 5	Cluster 6 <i>End of year 1</i>	Cluster 7
<ul style="list-style-type: none"> Names all letters in a word. 	<ul style="list-style-type: none"> Blends initial consonants with common vowel patterns or word families. 	<ul style="list-style-type: none"> Segments sounds in consonant clusters to spell unfamiliar words. 	<ul style="list-style-type: none"> Recognises that common suffixes in words can have different sounds, e.g. wanted, talked.
<ul style="list-style-type: none"> Says most sounds in a given word. 	<ul style="list-style-type: none"> Attempts to read more complex words using letter/sound knowledge. 	<ul style="list-style-type: none"> Uses familiar words and letter clusters to decode words when reading. 	<ul style="list-style-type: none"> Understands that sounds can be represented in various ways when spelling words, e.g. meet, meat.
<ul style="list-style-type: none"> Spells unknown words phonetically with most letters in the correct sequence. 	<ul style="list-style-type: none"> Uses knowledge of letter clusters and vowel digraphs to spell unfamiliar words. 		
<ul style="list-style-type: none"> Recognises, says and writes names and common sounds of the alphabet. 			

Reading Texts - involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 4	Cluster 5	Cluster 6 <i>End of year 1</i>	Cluster 7
<ul style="list-style-type: none"> Reads aloud with increasingly appropriate pitch, intonation and fluency. 	<ul style="list-style-type: none"> Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts. 	<ul style="list-style-type: none"> Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR 	<ul style="list-style-type: none"> Automatically integrates a range of information, e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way.

Aspects of writing - involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 4	Cluster 5	Cluster 6 <i>End of year 1</i>	Cluster 7
<ul style="list-style-type: none"> Attempts to spell high frequency words that have been taught. 	<ul style="list-style-type: none"> Accurately writes simple and compound sentences. 	<ul style="list-style-type: none"> Accurately spells an increasing number of high frequency and topic words. 	<ul style="list-style-type: none"> Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns.



Content - Year 1

Metalanguage

To be used orally by the teacher and the students

letter phoneme consonant vowel short vowel long vowel schwa graph digraph vowel digraph split digraph consonant digraph trigraph quadgraph

Grapheme Phoneme Representations	Set 2 Camera Words	Teach students to	Assessment
<p><i>revise regular vc/ vcc/ cvcc/ ccvc /ccvcc words</i></p> <p><i>Secure First Vowel Digraphs</i> <i>Introduce Extension GPCs</i></p> <p><i>/ee/ ea y e e-e ey ie</i></p> <p><i>/igh/ y ie i-e i</i></p> <p><i>/oa/ ow o oe o_e ough</i></p> <p><i>/ai/ ay a-e a eigh ei ea ey</i></p> <p><i>/oo/ ew u ue u-e ui</i></p> <p><i>Introduce schwa</i></p>	<p>one some want many love has</p> <p>people live brother sister house where</p> <p>her out there about his down</p> <p>because two another more here our</p> <p>friend their were your could four</p> <p>half first good girl saw would</p>	<p>Recognise grapheme phoneme correspondences automatically (within 150 milliseconds)</p> <p>Blend phonemes together to read unknown words.</p> <p>Segment words into phonemes to spell unknown words. vc/ vcc/ cvc/ ccvc/ words</p> <p>To read camera words in isolation and in context.</p> <p>To spell camera words in isolation and in context. .</p> <p>To read decodable words, phrases and sentences containing camera words in flip books, decodable books and levelled texts.</p> <p>To read decodable and camera words when reading texts</p> <p>To spell decodable and camera words in all writing.</p> <p>To write captions, phrases and sentences.</p>	<p>Recognise GPCs</p> <p>Blend phonemes to read words</p> <p>Read decodable texts</p> <p>Segment simple words</p> <p>Read decodable sentences</p> <p>Write decodable sentences</p> <p>Camera word reading in isolation and in context.</p> <p>Camera word spelling in isolation and in context.</p> <p>PM Benchmark students reading above level 4</p>



Year 2

Syllabus Outcomes

EN1-2A: Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.

EN1-4A: Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.

EN1-5A: Uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words.

Syllabus Content

Teach students to:

- reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672) read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)
- know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)
- understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)

Teach students to:

- spell high-frequency and common sight words accurately when composing texts
- spell known words using letter names
- isolate and write the initial, medial and final sound of a word
- exchange one letter in a written word with a different letter to make a new word
- use double consonants where appropriate, e.g. 'hopping'
- begin to use a dictionary for spelling activities and word meaning
- recognise when a word is spelt incorrectly
- use morphemic and phonological knowledge when spelling
- recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)
- understand the variability of sound–letter matches (ACELA1459)
- recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)
- automatically recognise irregular high-frequency words, e.g. 'come' and 'are'
- use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, e.g. using an increasing repertoire of high-frequency and sight words, segmenting words into syllables
- manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)



Year 2
Literacy Continuum—*Best Start*

Phonics: Involves making the connection between sounds and letters when reading and spelling. ‘Texts’ include oral, aural, written visual, electronic and multimodal texts.

Cluster 6	Cluster 7	Cluster 8 <i>End of Year 2</i>
<ul style="list-style-type: none"> • Segments sounds in consonant clusters to spell unfamiliar words. • Uses familiar words and letter clusters to decode words when reading. 	<ul style="list-style-type: none"> • Recognises that common suffixes in words can have different sounds, e.g. wanted, talked. • Understands that sounds can be represented in various ways when spelling words, e.g. meet, meat. 	<ul style="list-style-type: none"> • Knows common sounds for vowel digraphs and uses syllabification when reading/spelling. • Uses knowledge of word identification strategies including blending, segmenting and letter patterns when reading/spelling.

Reading Texts - involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning. ‘Texts’ include oral, aural, written, visual, electronic and multimodal texts.

Cluster 6	Cluster 7	Cluster 8 <i>End of year 2</i>	Cluster 9
<ul style="list-style-type: none"> • Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on. • Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR level 16–18). 	<ul style="list-style-type: none"> • Automatically integrates a range of information, e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way. 	<ul style="list-style-type: none"> • Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. 	<ul style="list-style-type: none"> • Selects and uses the most effective word identification strategy to maintain fluency and meaning.

Aspects of writing - involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. ‘Texts’ include oral, aural, written, visual, electronic and multimodal texts.

Cluster 6	Cluster 7	Cluster 8 <i>End of year 2</i>	Cluster 9
<ul style="list-style-type: none"> • Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right. • Accurately spells an increasing number of high frequency and topic words. • Writes a sequence of thoughts and ideas. 	<ul style="list-style-type: none"> • Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. • Applies spelling generalisations when writing. 	<ul style="list-style-type: none"> • Writing shows evidence of revision, editing and proof-reading. • Demonstrates a range of spelling strategies to spell unfamiliar words. 	<ul style="list-style-type: none"> • Uses a variety of spelling strategies to spell high frequency words correctly.



Content - Year 2

Metalanguage

To be used orally by the teacher and the students

letter phoneme consonant vowel short vowel long vowel schwa graph digraph vowel digraph split digraph consonant digraph trigraph quadgraph

Grapheme Phoneme Representations	Set 3 Camera Words	Teach students to	Assessment
<p><i>Revise</i> vcc/ cvcc/ ccvc/ ccvc/ /cccvc/ words</p> <p><i>Secure all Year 1 GPCs and revise one phoneme different representations</i> a (apple) a (apron) e (egg) e (emu) y (yes) y (sky) i (igloo) i (ski) ie (chief) ie (pie) o (open) o (old) ea (eat) ea (great)</p> <p><i>Introduce New and Extension GPCs</i> /r/ r rr wr rh /oi/ oi oy ouy /f/ f ff ph gh /ow/ ow ou ough /s/ c s ss se ce sc st ps /oo/ u oo oul o /ar/ ar a ear er au /er/ ir er ear or ur /or/ or au aw al ore oar oor our ough augh ar /air/ air ear are ere eir /j/ j -dge -ge g gg /ch/ ch tch tu /sh/ ci ti si ch /zh/ s si</p> <p><i>Revise schwa (ar ar or ure a e i o u)</i></p>	<p>ocean gone whose</p> <p>blood flood</p> <p>buy busy build built</p> <p>cough muscle listen</p> <p>enough rough tough</p> <p>trouble double</p> <p>height island</p> <p>front sword wolf</p> <p>sew hour</p> <p>great break steak</p> <p>whole prove sugar sure</p> <p>yacht eye</p> <p>won son done</p>	<p>Recognise grapheme phoneme correspondences automatically (within 150 milliseconds)</p> <p>Blend phonemes together to read unknown words. vc/ vcc/ cvc/ ccvc/ words</p> <p>Segment words into phonemes to spell unknown words. vc/ vcc/ cvc/ ccvc/ words</p> <p>To read camera words in isolation and in context.</p> <p>To spell camera words in isolation and in context .</p> <p>To read decodable words, phrases and sentences containing camera words in flip books, decodable books and levelled texts.</p> <p>To read decodable and camera words when reading levelled guided reading books.</p> <p>To spell decodable and camera words in all writing.</p> <p>To write captions, phrases, sentences and paragraphs.</p>	<p>Recognise GPCs</p> <p>Blend phonemes to read complex and multisyllabic words</p> <p>Read decodable and levelled texts</p> <p>Segment words into phonemes</p> <p>Read decodable sentences</p> <p>Write decodable sentences</p> <p>Camera word reading in isolation and in context</p> <p>Camera word spelling in isolation and in context</p> <p>PM Benchmark students as required.</p>