Scope and sequence of phonological and graphological processing skills K–6

The following scope and sequence indicates the stage at which key phonological, graphological, graphophonic, spelling, handwriting and digital text production skills should be **introduced**. Skills addressed in earlier stages should be reviewed and consolidated according to student needs and syllabus requirements.

Sound (phonological) awareness			
Sound awareness is the understanding that spoken words are made up of separate sounds and that these sounds can be pulled apart and put back together again or manipulated to make new words.			
Early Stage 1	**Stage 1**	**Stage 2**	**Stage 3**
Aural discrimination of syllables and sounds (ENe-4) • recognise that spoken words are made up of sounds • segment simple words into separate sounds (phonemes) • segment spoken multisyllabic words into syllables (eg ba-na-na), using clapping or drum-beats **Rhymes, poems, chants, songs (ENe-1A, ENe-4A)** • join in rhymes, poems, chants and songs, replicating word patterns • recognise rhymes • provide a rhyming word **Initial sounds (ENe-4a)** • say the first and end sound in a word • recognise words that begin with the same sound (eg pat, pin) or a given sound (eg clap when you hear a word beginning with 'm') **Blending sounds (ENe-4A)** • blend two or three sounds to make a word • identify the new word when a phoneme is deleted/added • vocally 'stretch' a word (eg m-a-n, b-ea-ch, t-r-ee, sh-o-p), using a hand gesture to support the stretching concept, to highlight the first, middle and last sounds **Words (ENe-4A)** • recognise that texts are made up of words and groups of words that make meaning • segment oral sentences into individual words (using words of one syllable at first)	**Knowledge of syllables and sounds (EN1-1A, EN1-6B)** • join in rhymes, poems, chants and songs • identify and experiment with sound patterns • replicate and invent sound patterns, including alliteration and rhyme **One-syllable words (EN1-5A)** • know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard • in early phases of Stage 1, segment spoken cv (b-e), vc (o-n) and cvc (l-o-t, p-a-ck, sh-o-p) words into separate sounds • in early phases of Stage 1, blend single sounds to form a spoken word (cv, vc and cvc words) • in early phases of Stage 1, delete onset from a spoken word to utter the rime separately, or to make a new spoken word (eg say 'sheet' without the 'sh') • in later phases of Stage 1, segment consonant blends (cc, eg s-p-ot, and ccc, eg s-p-l-it) to show awareness of identity of separate phonemes (tr-, dr-, -mp, -nt, -nd, and -nk may need extra explanation, with attention to how they are formed in the mouth) • in later phases of Stage 1, blend single sounds to form a spoken word (ccvc, eg slip, clock, sneeze; cvcc, eg desk, lunch; cccvc, eg street; ccvcc, eg crust)	No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary	No new skills introduced at this stage. Continue to revise and consolidate ES1, S1 and S2 skills as necessary

Visual (graphological) processing			
Visual processing includes automatic recognition of whole words and the combining of letter sequences according to phonemic awareness and knowledge of letter–sound relationships.			
Early Stage 1	**Stage 1**	**Stage 2**	**Stage 3**
Features of print (ENe-4A) • follow text directionality from left to right, including knowledge that letters are written from left to right to form individual words • follow text from the end of one line (right) to the beginning of the next line (left) • recognise that words are units of print with a space on either side **Meaning (ENe-2A, ENe-4A)** • recognise that words carry messages and have constant meanings • know that spoken sounds and words can be written down using letters of the alphabet • know that written words refer to spoken words • recognise that words can be read aloud **Sight words (ENe-4A)** • automatically recognise some whole common words by sight, eg student's name, high-frequency words from texts **Alphabetic principle (ENe-4A)** • know the names of the letters of the alphabet • say the most common sounds for all the lower case letters (to avoid confusion, letters that look alike and sound alike should not be introduced together, eg 'b' and 'd', 'a' and 'u') • recognise that the same letter may be printed in upper and lower case • discriminate between letters through matching activities • develop an awareness that the direction of a letter (eg b/d), and whether it goes above or below the line (eg b/p), makes a difference when identifying a letter • identify most of the sounds and name all letters in a given word	**Sight words (EN1-4A)** • recognise an increasing number of high-frequency sight words (sight words may have to be practised to support automatic recall) • demonstrate an early ability to see small words within bigger words (eg within compound words such as 'cowboy') • read environmental print **Syllabification and segmenting (EN1-4A)** • segment written words into syllables • segment written words into onset and rime (eg slip: sl and ip)	**Sight words (EN2-4A)** • recognise high-frequency sight words • build fluency and automaticity in recall of an expanding number of words in literary and factual texts • find known letter clusters (eg solu<u>tion</u>), syllables (eg un/co/ver) and smaller words in big words (eg <u>know</u>ledge) (automatic processing of letter clusters assists in word recognition)	No new skills introduced at this stage. Continue to revise and consolidate ES1, S1 and S2 skills as necessary

Letter–sound (graphological) awareness			
Awareness of letter–sound relationships involves knowledge of the printed form of letters, use of the alphabetic principle (systematic relationships between letters and sounds), the ability to make generalisations about letter–sound relationships, understanding of the difference between letter names and sounds, recognition that graphemes usually represent multiple sounds, and skill in blending sounds for known letters to form words.			
Early Stage 1	**Stage 1**	**Stage 2**	**Stage 3**

Sound–letter relationships and blends (ENe-4A)
• blend up to three sounds, eg to form vc (eg at) and cvc (eg sit) spoken and written words
• use knowledge of letters and sounds (including in initial, medial and final positions) to decode words
• identify new words using known letter–sound relationships, eg using initial letter to guess the word
	Sound–letter matches (EN1-4A)
	• understand the difference between letter names and letter sounds
	• understand that letter names remain constant but the sounds they represent may vary
	• know the names and most common sounds for all single letters
	• blend sounds in written vc, cv, cvc words to work out unknown words
	• recognise common consonant digraphs (eg sh, ch, th, wh, ph)
	• recognise common vowel digraphs (eg ea, ay, ar, er, or)
	• recognise consonant blends (eg spl, str)
	• recognise long vowel sounds (silent 'e')
	• recognise silent letters and less common sound–letter combinations
	• identify the sounds of known letter clusters, syllables or rimes in unknown words
	Prefixes and suffixes (EN1-5A)
	• recognise common prefixes and suffixes
	• recognise how common prefixes and suffixes change a word's meaning
	• recognise that common suffixes in words can have different sounds (eg talked, wanted, rubbed)
	Word families and origins (EN1-4A)
	• build word families using words with known rimes (eg using knowledge of 'day' to spell 'bay' and 'ray')
	• identify word origins to understand the meaning of unfamiliar words, eg using base words
		Reading strategies (EN2-4A)
		• use phonological knowledge when reading, eg
		  – give the most common sounds for all vowel digraphs (eg cl<u>ou</u>d) and trigraphs (eg h<u>igh</u>)
		  – decode more unusual letter patterns as chunks (eg 'ough', 'scious')
		  – be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), i (eg city, giant) or y (eg cygnet, gym)
		• identify syllables in multisyllabic words
		• read unknown words in syllable chunks, rather than as separate sounds
		• read multisyllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able)
		• recognise contractions (eg shouldn't)
		• use knowledge of word families and homophones when reading
			No new skills introduced at this stage. Continue to revise and consolidate ES1, S1 and S2 skills as necessary

Spelling

Learning to spell is closely linked to learning to read and write. Learning about spelling reinforces knowledge about common letter sequences and about spelling–sound (graphophonic) relationships.

Early Stage 1	Stage 1	Stage 2	Stage 3
Phonetic spelling (ENe-5A) • understand that initial approximations can lead to correct formal spelling • spell unknown words phonetically (as they sound), with most of the letters in the correct sequence **Segmenting to spell (ENe-5A)** • use onset and rime to spell words • vocalise or subvocalise words when trying to write them • say and sound while writing the letter for the first sound in a word • say and write letters for some of the sounds in a word beyond the initial sound, identifying the sounds through stretching the word **Sight words (ENe-5A)** • write their own name using correct spelling • copy the sequence of letters from models of high-frequency, topic and personal words • write high-frequency words independently (eg is, I, am, the)	**One-syllable words (EN1-5A)** • write cv, vc and cvc words that contain known letter–sound relationships • use knowledge of letter–sound relationships to spell regular one-syllable words **Sound–letter relationships (EN1-5A)** • isolate and write the initial, medial and final sound of a word • understand how to use digraphs, long vowels, blends and silent letters to spell words • choose phonetically appropriate letters to represent most of the sounds in unknown words (students may have difficulty with consonant blends) • spell words using consonant blends, digraphs and long vowel sounds that have been introduced as a component of the reading program • spell words using silent letters that have been introduced as a component of the reading program • use double consonants where appropriate, eg hopping • exchange one letter in a written word with a different letter to make a new word	**Segmenting to spell (EN2-5A)** • use knowledge of morphemic word families when spelling unknown words, eg prefixes, suffixes, compound words **Sound–letter relationships (EN2-5A)** • spell words using knowledge of letter combinations, including double letters • classify words into groups according to the way in which they are spelt, eg thought, bought, ought • use known letter patterns and sound sequences, not just individual letters, when spelling unknown words • become familiar with the various ways of representing a particular sound in writing, eg m<u>ea</u>t, m<u>ee</u>t, m<u>e</u>tre • correctly represent consonant blends when spelling unknown words • use common consonant and vowel digraphs in attempting unknown words **Sight words (EN2-5A)** • use an increasing bank of known spelling words written automatically	**Integrated strategy use (EN3-5B)** • use a variety of spelling strategies and conventions to spell multisyllabic words • use known word meanings and base words when spelling unknown words, eg heal, healthy; sign, signature • use knowledge of suffixes and prefixes to spell new words • develop knowledge of word origins, eg Greek and Latin roots (telephone, aquarium) • use banks of known words to assist in spelling new words • consider meaning and context when spelling words • understand that the pronunciation, spelling and meaning of words have histories and change over time • develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations **Proofreading (EN3-5B)** • recognise most misspelt words in their own writing and use a variety of resources for correction • consolidate and extend proofreading skills and take responsibility for editing own work

Early Stage 1	Stage 1	Stage 2	Stage 3
	Segmenting to spell (EN1-5A)	**Metacognitive strategies (EN2-5A)**	• use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not 'look or sound right'
	• break simple words into morphemes to aid in spelling	• use mnemonics for spelling irregular or difficult words, eg 'p<u>ie</u>ce of <u>pie</u>'	
	• break simple words into syllables to aid spelling	• spell words using spelling rules and generalisations, eg 'i before e except after c', 'y to i' rule for plurals, doubling consonants	• competently use various spelling resources, eg spell check, dictionary, personal spelling notebook
	• use rime analogy to spell new words, eg m<u>op</u>, h<u>op</u>		
	• use knowledge of familiar letter patterns to spell words, eg -ed, -ing	**Proofreading (EN2-5A)**	• demonstrate awareness of the limitations of spell check features in digital technology
	Sight words (EN1-5A)	• identify spelling errors in own writing and unknown texts and provide correct spelling	
	• use visual memory to write high-frequency words	• increasingly use visual and phonetic self-correction strategies in editing own work, eg correcting words that do not 'look or sound right'	
	• use visual memory to write irregular verbs		
	• focus on letter sequences and their sounds when copying and learning high-frequency, topic and personal words	• consider meaning and context when spelling words, eg when differentiating between homonyms such as their/there/they're	
	• spell high-frequency and common sight words accurately	• become familiar with various spelling resources, eg spell check, dictionary	
	• spell known words using letter names	• use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries	
	Word origins (EN1-5A)		
	• begin to understand how knowledge of word origins supports spelling	• experiment with digital spell check applications and develop an awareness of the limitations of their features	

Handwriting			
Learning to form letters correctly links closely with learning about letters, letter sequences and words.			
Early Stage 1	**Stage 1**	**Stage 2**	**Stage 3**

Basic writing skills (ENe-3A)
 	
• recognise correct pencil grip and employ self-correcting techniques to practise it
 	
• maintain correct body position for writing
 	
• use a variety of writing implements accurately
 	
Foundation movements (ENe-3A)
 	
• understand foundation movements that underpin NSW Foundation Style
 	
• practise the three NSW Foundation Style movements: the sloped anticlockwise ellipse movement, the sloped clockwise ellipse movement and the sloped downstroke movement
 	
Letter formation (ENe-3A)
 	
• use foundation movements as a basis for the introduction of formal letters
 	
• copy lower case letters in NSW Foundation Style – students copy from a model with verbal prompts and trace from models that provide directional guides
 	
• know and demonstrate that everything we write (upper case letters, lower case letters and numerals) will start at the top, except for 'd' and 'e', which start in the middle
 	
• produce some lower case and upper case letters using learned letter formations
 	
• know and demonstrate that letters are proportional to each other
 	
• write their own name using NSW Foundation Style
 	
Directionality (ENe-3A)
 	
• write from left to right and leave spaces between words
	NSW Foundation Style (EN1-3A)
	
	• form upper case and lower case letters in NSW Foundation Style with letters that are:
	
	  − of consistent size
	
	  − of consistent shape
	
	  − appropriately spaced
	
	  − in straight lines
	
	• understand how the formation of letters can be used to begin transition to cursive writing
	
	Writing skills (EN1-3A)
	
	• use correct posture and correct pencil grip
	
	• use assistive technologies as appropriate
	
	• use lined paper to guide
		NSW Foundation Style cursive (EN2-3A)
		
		• write upper case and lower case letters in NSW Foundation Style with letters that are:
		
		  − of consistent size
		
		  − of consistent slope
		
		  − appropriately spaced
		
		  − in straight lines
		
		  − legible
		
		• explore joins that facilitate fluency and legibility
		
		• write using clearly formed joined letters, and develop increased fluency and automaticity
			Appropriate handwriting style (EN3-2A)
			
			• use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
			
			• write fluently in NSW Foundation Style and/or personal style:
			
			  − forming joined letters of appropriate size and spacing
			
			  − using appropriate pressure
			
			  − varying style according to audience and purpose
			
			• give attention to layout and practise calligraphic flourishes to enhance writing in appropriate situations, eg project headings
			
			• experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens
			
			Writing skills (EN3-2A)
			
			• use correct pen grip and maintain good posture

Digital text production			
Learning to recognise and select letters correctly links closely with learning to spell. Learning to produce effective digital and multimodal texts is essential for communication in the 21st century.			
Early Stage 1	**Stage 1**	**Stage 2**	**Stage 3**
Use of digital technologies (ENe-2A, ENe-3A, ENe-11D) • construct texts using software, including word processing programs • use simple functions of keyboard and mouse (typing, scrolling, selecting icons and dropdown menus) • experiment using digital technologies to produce simple texts • create simple multimodal texts • develop an awareness of issues relating to the responsible use of digital communication	**Use of digital technologies (EN1-2A, EN1-3A, EN1-11D)** • compose digital texts • compose texts which integrate written and visual components using digital technologies • practise using a keyboard • construct texts that incorporate supporting images using software, including word processing programs • compose emails • experiment with publishing using different modes and media • develop an awareness of issues relating to responsible use of digital communication • select print and multimodal elements appropriate to audience and purpose	**Use of digital technologies (EN2-2A, EN2-3A, EN2-9B, EN2-7B)** • experiment with digital and multimodal technologies • use a range of software, including word processing programs to construct, edit and publish written text • practise a range of keyboard skills, eg ability to use all essential function keys • use digitally produced visual representations to represent ideas, experience and information • identify the features of online texts that enhance navigation and readability, eg text, links, graphics, layout • select, edit and place visual, print and audio elements • discuss issues related to responsible use of digital communication	**Use of digital technologies (EN3-2A, EN3-5B)** • choose and experiment with digital and multimodal resources when constructing texts • experiment with language, design, layout and graphics • use a range of software, including word processing programs, learning new functions as required to create texts • demonstrate confidence, accuracy and speed in keyboard skills • discuss issues related to the responsible use of digital technologies • use and assess the reliability of digital resources when researching topics