







# Scope and Sequence - Synthetic Phonics Schedule

When	Resources	Grapheme-Phoneme Correspondences (GPCs)	Camera Words	Pedagogy	Formal Assessment
<b>Kindy/Prep/Pre-Primary</b>					
<b>Kindy/Prep/Pre-Primary Term 1</b>	<p><b>Basic Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1</b></p> <p><b>Magnetic Letters</b></p> <p><b>Phonics Hero</b></p> <p><b>Getting to Grips with Handwriting</b></p>	<p><b>Phonological &amp; Phonemic Awareness - screen &amp; teach</b></p> <p>Unit 1 <b>s m c t g p a o</b></p>	 <p>Unit 1 <b>I, the, was, to, are, she</b></p>	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> <li>• Reading and beginning to spell camera words</li> </ul> <p><b>Vocabulary</b> letter, word, rhyme sound, sounds, phoneme, graph, grapheme, blending, segmenting</p>	<ul style="list-style-type: none"> <li>✓ Concept of a word</li> <li>✓ Clapping syllables</li> <li>✓ Rhyme detection</li> <li>✓ Phoneme manipulation</li> <li>✓ Recognising GPCs</li> <li>✓ Blending simple (CVC) words</li> <li>✓ Segmenting simple (CVC) words</li> <li>✓ Camera word reading</li> <li>✓ Camera word spelling</li> </ul> <p><b>EXTENSION</b> Reading captions Writing captions</p>
<b>Kindy/Prep/Pre-Primary Term 2 &amp; 3</b>	<p><b>Basic Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1</b></p> <p><b>Magnetic Letters</b></p> <p><b>Phonics Hero</b></p> <p><b>Getting to Grips with Handwriting</b></p>	<p>Unit 2 <b>r l d b f h i u</b></p> <p>Unit 3 <b>v w y z j n k e</b></p> <p>Introduce notion of single phoneme with more than one representation</p> <p>Unit 4 <b>ll ff ss zz</b></p> <p><b>EXTENSION</b> ( l ll le, s ss, f ff, z zz) (b bb d dd p pp, m mm, n nn, t tt, g gg, r rr)</p>	 <p>Unit 2 <b>day, of, a, he, today, for</b></p> <p>Unit 3 <b>all, is, me, no, they, said</b></p> <p>Unit 4 <b>you, play, this, come, my, have</b></p>	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> <li>• Reading and beginning to spell camera words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognising GPCs</li> <li>✓ Blending simple words</li> <li>✓ Reading decodable texts</li> <li>✓ Segmenting simple words</li> <li>✓ Reading decodable captions and sentences</li> <li>✓ Writing decodable captions and sentences</li> <li>✓ Camera word reading</li> <li>✓ Camera word spelling</li> </ul> <p><b>EXTENSION</b> Reading sentences Writing sentences</p> <p><i>Level 4 and above PM Benchmark</i></p>



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Kindy/Prep/Pre-Primary Term 4	<p><b>Basic Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1</b></p> <p><b>Magnetic Letters</b></p> <p><b>Phonics Hero</b></p> <p><b>Getting to Grips with Handwriting</b></p>	<p>Unit 5 <b>sh ch th wh</b></p> <p>Unit 6 <b>ck ng qu x</b></p> <p>One phoneme, many representations: <b>c (cat) k (kitten) ck (duck)</b></p>	 <p>Unit 5 <b>like, do, says, what, going, give</b></p> <p>Unit 6 <b>away, see, look, very, once, we</b></p>		Same as terms 2 & 3
<b>Year 1</b>					
Year 1 Term 1	<p><b>Advanced Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1 + 2</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 1</p> <p>Review the assessment data from kindergarten. Screen only as necessary</p> <p>Revise all known Grapheme Phoneme Correspondences (GPCs) VC, VCC, CCVC, CVCC, CCCVC etc. and compound words must be known</p> <p>Unit 2 <b>ee ea y e e_e ey ie i</b></p> <p>Introduce common long vowel representations and then introduce rare representations</p>	 <p>Unit 1 <b>one, some want, many, love, has</b></p> <p>Unit 2 <b>people, live, brother, sister, house, where</b></p>	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> <li>• Reading and spelling camera words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognising GPCs</li> <li>✓ Blending simple and compound words</li> <li>✓ Segmenting simple and compound words</li> <li>✓ Reading decodable texts</li> <li>✓ Writing texts</li> <li>✓ Camera word reading</li> <li>✓ Camera word spelling</li> </ul> <p><i>Level 4 and above PM Benchmark</i> <i>Below 4 – Phonics assessments</i></p>




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Year 1 Term 2	<p><b>Advanced Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1 + 2</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 3 <b>i igh y ie i_e</b></p> <p>Unit 4 <b>o oa ow o_e</b> <b>oe ough</b></p>	 <p>Unit 3 <b>her, out, there, about, his, down</b></p> <p>Unit 4 <b>because, two, another, more, here, our</b></p>	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> <li>• Reading and spelling camera words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognising GPCs</li> <li>✓ Use all known GPCs to read words</li> <li>✓ Use all known GPCs to spell words</li> <li>✓ Camera word reading</li> <li>✓ Camera word spelling</li> <li>✓ Reading longer sentences and simple texts incorporating camera words</li> <li>✓ Writing sentences and paragraphs incorporating camera words</li> </ul> <p><i>Level 4 and above PM Benchmark, screen students below</i></p>
Year 1 Term 3	<p><b>Advanced Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1 + 2</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 5 <b>a ai ay a_e</b> <b>ea eigh ey ei</b></p> <p>Unit 6 <b>oo ew ue u_e</b> <b>ui ou</b></p> <p><b>(yu) ue ew u_e</b></p>	 <p>Unit 5 <b>friend, their, were, your, could, four</b></p> <p>Unit 6 <b>half, first, good, girl, saw, would</b></p>	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> <li>• Reading and spelling camera words</li> </ul>	<p>Same as term 2</p>

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Year 1 Term 4	<p><b>Advanced Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1 + 2</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 7 <b>Revise 5 long vowel phonemes in a mixed unit</b></p> <p>Emphasise code overlap <b>ie (pie) ie (thief)</b> <b>ea (seat) ea (great)</b> <b>y (sky) y (yes) y (symbol)</b> <b>y (happy)</b></p> <p>Ensure all GPCs are automatic for reading and spelling</p> <p>Emphasise reading of more complex texts</p>	  Revision of camera words from all units	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> <li>• Reading and spelling camera words</li> </ul>	Same as term 2
<b>Year 2</b>					
Year 2 Term 1	<p><b>Complete the Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 1 <b>r rr wr rh</b></p> <p>Unit 2 <b>oi oy uoy</b></p> <p>Unit 3 <b>ph f ff ugh ft</b></p> <p>Review assessment of year 1 and screening as necessary</p>	  Screening revision of all camera words taught	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> <li>• Reading and spelling camera words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognising common and rare GPCs</li> <li>✓ Use all known GPCs to read words</li> <li>✓ Use all known GPCs to spell words</li> <li>✓ Camera word reading</li> <li>✓ Camera word spelling</li> <li>✓ Reading and writing sentences and paragraphs incorporating camera words</li> </ul> <p><i>Level 4 and above PM Benchmark, screen students below</i></p>

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When	Resources	Grapheme-Phoneme Correspondences (GPCs)	Camera Words	Pedagogy	Formal Assessment
Year 2 Term 2	<p><b>Complete the Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 4 <b>ow ou ough</b></p> <p>Unit 5 <b>c ce s se ss sc st ps</b></p> <p>Unit 6 <b>u oo oul o</b></p> <p>Unit 7 <b>a ar ear er au</b></p>	  Screening revision of all camera words taught	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> </ul>	Same as term 1
Year 2 Term 3	<p><b>Complete the Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 8 <b>ir er ur or ear</b></p> <p>Unit 9 <b>or au aw al ore oor ough ough our oar ar</b></p> <p>Unit 10 <b>air ear ere are eir</b></p> <p>Unit 11 <b>j dge ge g gg</b></p>	  Screening revision of all camera words taught	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> </ul>	
Year 2 Term 4	<p><b>Complete the Code Pack</b></p> <p><b>Plus:</b> <b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p>	<p>Unit 12 <b>ch tch tu</b></p> <p>Unit 13 <b>sh ci ti si ch</b></p> <p>Unit 14 <b>s si ge z</b></p> <p>Revision of all GPCs</p>	  Screening revision of all camera words taught	<ul style="list-style-type: none"> <li>• Automatic grapheme phoneme recognition</li> <li>• Blending for reading</li> <li>• Segmenting for spelling</li> </ul>	