







# 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><br/><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<br/><b>s m c t g p a o</b></p>  |  <p>Unit 1<br/><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><br/>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><br/>Reading captions<br/>Writing captions</p>   |
| <b>Kindy/Prep/Pre-Primary Term 2 &amp; 3</b> | <p><b>Basic Code Pack</b></p> <p><b>Plus:</b><br/><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<br/><b>r l d b f h i u</b></p> <p>Unit 3<br/><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<br/><b>ll ff ss zz</b></p> <p><b>EXTENSION</b><br/>( l ll le, s ss, f ff, z zz)<br/>(b bb d dd p pp, m mm, n nn, t tt, g gg, r rr)</p> |  <p>Unit 2<br/><b>day, of, a, he, today, for</b></p> <p>Unit 3<br/><b>all, is, me, no, they, said</b></p> <p>Unit 4<br/><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><br/>Reading sentences<br/>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><br/><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<br/><b>sh ch th wh</b></p> <p>Unit 6<br/><b>ck ng qu x</b></p> <p>One phoneme, many representations:<br/><b>c (cat) k (kitten) ck (duck)</b></p>   |  <p>Unit 5<br/><b>like, do, says, what, going, give</b></p> <p>Unit 6<br/><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><br/><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<br/><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<br/><b>one, some want, many, love, has</b></p> <p>Unit 2<br/><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><br/><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><br/><b>Power Pack 1 + 2</b></p> <p><b>Phonics Hero</b></p> | <p>Unit 3<br/><b>i igh y ie i_e</b></p> <p>Unit 4<br/><b>o oa ow o_e</b><br/><b>oe ough</b></p>   |  <p>Unit 3<br/><b>her, out, there, about, his, down</b></p> <p>Unit 4<br/><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><br/><b>Power Pack 1 + 2</b></p> <p><b>Phonics Hero</b></p> | <p>Unit 5<br/><b>a ai ay a_e</b><br/><b>ea eigh ey ei</b></p> <p>Unit 6<br/><b>oo ew ue u_e</b><br/><b>ui ou</b></p> <p><b>(yu) ue ew u_e</b></p> |  <p>Unit 5<br/><b>friend, their, were, your, could, four</b></p> <p>Unit 6<br/><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>Plus:<br/><b>Power Pack 1 + 2</b></p> <p><b>Phonics Hero</b></p>      | <p>Unit 7<br/><b>Revise 5 long vowel phonemes in a mixed unit</b></p> <p>Emphasise code overlap<br/><b>ie (pie) ie (thief)</b><br/><b>ea (seat) ea (great)</b><br/><b>y (sky) y (yes) y (symbol)</b><br/><b>y (happy)</b></p> <p>Ensure all GPCs are automatic for reading and spelling</p> <p>Emphasise reading of more complex texts</p> | <br><br>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>Plus:<br/><b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p> | <p>Unit 1<br/><b>r rr wr rh</b></p> <p>Unit 2<br/><b>oi oy uoy</b></p> <p>Unit 3<br/><b>ph f ff ugh ft</b></p> <p>Review assessment of year 1 and screening as necessary</p>   | <br><br>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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|---------------|--|--|--|---|-------------------|
| Year 2 Term 2 | <p><b>Complete the Code Pack</b></p> <p><b>Plus:</b><br/><b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p> | <p>Unit 4<br/><b>ow ou ough</b></p> <p>Unit 5<br/><b>c ce s se ss sc st ps</b></p> <p>Unit 6<br/><b>u oo oul o</b></p> <p>Unit 7<br/><b>a ar ear er au</b></p>                                       | <br><br>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><br/><b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p> | <p>Unit 8<br/><b>ir er ur or ear</b></p> <p>Unit 9<br/><b>or au aw al ore oor ough<br/>ough our oar ar</b></p> <p>Unit 10<br/><b>air ear ere are eir</b></p> <p>Unit 11<br/><b>j dge ge g gg</b></p> | <br><br>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><br/><b>Power Pack 1, 2+3</b></p> <p><b>Phonics Hero</b></p> | <p>Unit 12<br/><b>ch tch tu</b></p> <p>Unit 13<br/><b>sh ci ti si ch</b></p> <p>Unit 14<br/><b>s si ge z</b></p> <p>Revision of all GPCs</p>   | <br><br>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> |                   |