



SCOPE AND SEQUENCE

PROGRAM LEVEL	PHONEMES	WORDS / TITLE COUNT
Level 1	s a t p i n	20-65 Words 20 Fiction & 10 Non-Fiction
Level 2	d m g o c k c k e u r	65-140 Words 20 Fiction & 10 Non-Fiction
Level 3	b h j v w x y bb f ff l ll nn ss z zz	140-250 Words 20 Fiction & 10 Non-Fiction
Level 4	sh (shot), ch (chop), th (this), th (thing), qu (queen), ng (song), wh (when), ph (photo), g (gent), c (city), ve (have), cc, dd, gg, kk, mm, pp, rr, tt	250-400 Words 15 Fiction & 10 Non-Fiction
Level 5	ai (rain), ay (say), ea (eat), ee (free), ie (tie), igh (night), oa (boat), ow (show), ew (chew/few), ue (true/cue)	420-700 Words 15 Fiction & 10 Non-Fiction
Level 6	er (her), ir (bird), ur (turn), oi (coin), oy (toy), oo (look), oo (soon), ou (loud), ow (cow), ar (farm), or (for)	700-800 Words 10 Fiction & 10 Non-Fiction
Level 7	a_e (name), e_e (these), i_e (hide), o_e (home), u_e (huge), a (basic), e (me), y (silly), ey (key), i (child), y (my), o (no) , oe (toe), u (super), u (music)	810-900 Words 10 Fiction & 10 Non-Fiction
Level 8	a (bath), aw (jaw), oor (door), ore (store), ey (they), ea (great), air (chair), are (care), ear (bear), eer (steer), dge (bridge), tch (catch)	900-1000 Words 10 Fiction & 10 Non-Fiction
Level 9	ou (soup), o (to), ui (suit) ea (bread), or (word), ear (learn), u (put), oul (should), er (sister), ar (solar), or (doctor)	1000-1100 Words 5 Fiction & 10 Non-Fiction
Level 10	ge (large), ough (fought), ar (warm), al (walk), ear (fear), o (come), le (bottle), ch (echo), ti (station), se (mouse), ce (palace)	1100-1200 Words 5 Fiction & 10 Non-Fiction



Process	Guide	Resource	Resource Example
Step 1	Explicit instruction of each phoneme/grapheme in isolation.	- Introduce each phoneme (sound)/grapheme (letter) via flashcards and images of objects - Introduce Super Sounds	Super Sounds - Revise the phonemes (sounds) for each of these letters. s a t p i n
Step 2	Explicitly teach blending, segmenting and manipulation of each phoneme/grapheme through the introduction of VC, CVC and CCVC words.	- Refer to the phonics activities on the inside front cover of each decodable reader to find helpful activities to encourage these skills - Use Super Words to practise these skills	Play 'Word Stretch'. In this game the adult says a word and the child has to think about the sounds and segment the word by stretching the sounds as they say them. If the adult says 'hot' the child says /h/o/t/. Or if the adult says 'shop' the child says /sh/o/p/. Super Words Read these decodable words as quickly as you can! sets pt pens spin
Step 3	Continued exposure to phoneme/grapheme via modelled, guided and independent reading practise.	ePlatform decodable readers - Revise Super Sounds - Refer to the Teaching Tip from each book - Whole-class instruction of chosen reader via interactive whiteboard	Super Sounds - Revise the phonemes (sounds) for each of these letters. s a t p i n Teaching Tip - Encourage the child to slide their finger underneath a word. By sliding their finger they reinforce the blending of sounds to create words.
Step 4	Increased fluency through consistent reading practise.	- Read ePlatform decodable readers - Complete custom-made worksheets for each book to consolidate student learning	Level 1 Book 1 Pip Fill in the missing letters to write the word that matches the picture. D _ m _ _ n dr _ _ k m _ d
Step 5	Consolidation of phoneme/grapheme knowledge, then continue to the next level of ePlatform readers, returning to Step 1.	ePlatform decodable readers Read each book within the level sequentially to maximise student scaffolding	LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4 LEVEL 5 LEVEL 6 LEVEL 7 LEVEL 8 LEVEL 9 LEVEL 10

PROGRAM LEVEL	YEAR APPROX.	INTRODUCED PHONEMES/GRAPHEMES	BSLA PHASE	HIGH FREQUENCY WORDS INTRODUCED
Level 1	0/1	s a t p i n	Kākanō Seed	a the and of to is you that he was for on I are as with his
Level 2	0/1	d m g o c k c k e u r	Kākanō Seed	were we when your by after what all have from or one they words be this
Level 3	1	b h j v w x y bb f ff l ll nn ss z zz	Kākanō Seed/Tupu Seedling	out many then me their little other about which she do how said there here them
Level 4	1	sh, ch, th, th, qu, ng, wh, ph, g, c, ve, cc, dd, gg, kk, mm, pp, rr, tt	Kākanō Seed/Tupu Seedling	has good two our make like down boy so some would her
Level 5	2	ai, ay, ea, ee, ie, igh, oa, ow, ew, ue	Māhūri Sapling	my put come work no into ask again take go saw very says
Level 6	2	er, ir, ur, oi, oy, oo, oo, ou, ow, ar, or	Māhūri Sapling	around any another near where also know who before over
Level 7	2	a_e, e_e, i_e, o_e, u_e, a, e, y, ey, i, y, o, oe, u, u	Māhūri Sapling	once could use people away want school should
Level 8	2	a, aw, oor, ore, ey, ea, air, are, ear, eer, dge, tch	Māhūri Sapling	because colour called friend pretty someone sure last fire front
Level 9	3	ou, o, ui, ea, or, ear, u, oul, er, ar, or	Rākau Tree	favourite love does brother mother ball wolf
Level 10	3	ge, ough, ar, al, ear, o, le, ch, ti, se, ce	Rākau Tree	beautiful anyone through listen four anything played please water heart