

Reading Level: MAGENTA	
Decoding concepts and Code knowledge	Instructional Strategies Teacher talk
<p>Knowledge of alphabetic principle – words are made up of sounds, sounds are written with letters.</p> <p>Letter recognition for consonants and linking consonant letters to sounds. Choose a different consonant to focus on for each book or if letter recognition is secure, for each page.</p> <p>Letter recognition for vowels</p> <p>Single letters can represent a sound. The sound at the start of a word can give you a clue about what the word might be.</p>	<p>Who's got a name that starts with /s/? Sam. What sounds can we hear in Sam? /s/ /a/ /m/ Sam's name has three sounds. Write Sam's name on the board and circle the s. Sam's /s/ sound is written with the letter s. Over time do this with all consonant sounds using 2 – 4 sound words to demonstrate the alphabetic principle.</p> <p>Can you find other words that have a letter s? What does it sound like in this/these words? If the s sounds like /z/ as in was, his, girls etc say, The letter s has a different sound in this word – it sounds like /z/. If the s is part of another grapheme (sh, for example) say, The letter s doesn't have its own sound in this word – the sh together sounds like /sh/.</p> <p>Who can say the names of the vowel letters? Let's find a letter a in a word (repeat for e, i, o, u). These are our vowel letters.</p> <p>This word starts with s (or any consonant that can represent a single sound) and it sounds like /s/. Can you think of a word that starts with /s/ that would make sense? Let's keep reading to see if you were right.</p> <p><i>Use context to check that the predicted word makes sense.</i></p>

Phonological and Phonemic awareness skills	Instructional Strategies Teacher talk
Words have sound patterns – they can rhyme .	Choose a one syllable word from the book you are reading and use it to detect rhyme. For example: <i>book</i> – does the word <i>book</i> rhyme with (sound like) <i>cook</i> or <i>boat</i> ?
Words have a beat or syllables – we can clap syllables.	Use the same or other one-syllable words to generate rhyme. Who can think of other words that rhyme with <i>book</i> and <i>cook</i> ?
The same sound can be in lots of words .	We can clap the beats or syllables in words. Let's clap the beats in our names. Go around the group saying then clapping the syllables in children's names. Here are some words from our book. Let's say them and clap their syllables.
The same sound can be in different places in words - at the start, at the end and inside words.	I'm thinking of the sound /t/. When I read this sentence (or this book), see if you can hear the words that start with /t/.
	Listen for the /t/ sound in the words in our book. Put your hands on your head if it's at the start, on your feet if it's at the end and on your tummy if it's inside the word. Read the book (or a page or a sentence) again. Can you find other words that have /t/ at the end or inside the word?

Reading Level: RED	
Decoding concepts and Code knowledge	Instructional Strategies Teacher talk
<p>Continue to practise (if necessary) and use Magenta strategies:</p> <ul style="list-style-type: none"> • Knowledge of alphabetic principle – words are made up of sounds, sounds are written with letters. • Alphabet letter recognition and linking consonant letters to sounds. • Single letters can represent a sound. The sound at the start of a word can give you a clue about what the word might be. <p>Introduce: Introduce the concept of a digraph – two letters representing one sound, using doubled letters (ll, ss etc.)</p> <p>Introduce some initial blends – two consonants next to each other at the start of a word.(e.g. br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sl, st, sp, sm, sn, tw)</p> <p>SEE Appendix 1 for an explanation of blends.</p>	<p>See Magenta instructional strategies</p> <p>Some words have two of the same letters next to each other. Can anyone see a word like that? Two of the same letters usually have just one sound. Write <i>all</i> on the board and say, This is the word all. The a sounds like /or/ and the two l s sound like /l/. Two l s but one /l/ sound. Let's see if we can find any other words with two of the same letters next to each other and see what they sound like. Look through the book for doubled letters.</p> <p>Some words start with two consonant letters that each have their own sounds. We call them blends. Write <i>clap</i> on the board. This word says <i>clap</i>. The first two letters are c l. The c is a /k/, the l is an /l/. cl is a blend. Let's read our book and see if we can find any words that start with two consonant letters. As students find words that start with a blend say the two sounds and pronounce the word. If someone finds a consonant digraph (ch, sh, ph, th for example), say, If you see an h after the first consonant, the two letters have only one sound – that is called a digraph. sh - /sh/, ch - /ch/ etc.</p>

<p>Introduce: Introduce short vowel sounds</p>	<p>The vowel letters are a, e, i, o, u. When we see them on their own in words, they might have a short vowel sound - /a/, /e/, /i/, /o/, /u/.</p> <p>Write these words on the board: cat, had, man, am – short /a/ words get, pet, men – short /e/ words his, is, did, sit – short /i/ words hot, on, not – short /o/ words cup, up, cut, fun – short /u/ words</p> <p>Let's look in our book for any words that have a single vowel and see if it has a short vowel sound. (at, it, up, on, hop, had, is, cat, get etc).</p> <p>If anyone finds a word like <i>over</i> or <i>even</i> or <i>idea</i> just say, In this word the single vowel sounds like a long vowel – it says the name of the letter – o/ver, e/ven, /i/ dea. That's another way of pronouncing a single vowel.</p> <p><i>Apply this knowledge to decoding and use sentence and text level cues to check that words are correct.</i></p>
<p>Phonological and Phonemic awareness skills</p>	<p>Instructional Strategies Teacher talk</p>
<p>Continue to practise (if necessary) and use Magenta strategies:</p> <ul style="list-style-type: none"> • Words have sound patterns – they can rhyme. • Words have a beat or syllables – we can clap syllables. • The same sound can be in lots of words. • The same sound can be in different places in words - at the start, at the end and inside words. 	<p>See Magenta instructional strategies</p>

<p>Introduce:</p> <p>Teach blending skills Words where each letter represents a single sound can be worked out by pronouncing each letter from left to right through the word and blending the sounds together. Choose words that have single consonants and short vowel sounds to practise this - two and three sound words (VC – up, it, on; CVC – not, cat, hop, sit). For students who can recognise and pronounce blends choose four sound words (CCVC – stop, clap or CVCC best).</p> <p>Morphology ed and ing suffixes ed on the end of words and its role in making past tense words. ing on the end of words – pronunciation and tense</p>	<p>Choose two and three sound words where every letter represents a sound. Say: Every letter in this word has its own sound. Let's say the sounds. We can work out what the word is if we put the sounds together. /u/ /p/ - up /c/ /a/ /t/ - cat These words have blends – we can say their sounds together. Sound out these words. /b/ /e/ /st/ - best /st/ /o/ /p/ - stop</p> <p>Some words have these patterns on the end to show when we did something. Write ing and ed on the board. I can say 'I am jumping.' The ing means I am doing something now. Write jump – jumping on the board and circle the ing. I can say 'Yesterday I jumped' – the ed means I have already done it. Write jump – jumped on the board and circle the ed. Let's see if we can find any doing words that have an ing on the end. Add them to the board. Let's see if we can find any doing words that have an ed on the end. Add them to the board.</p>
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Reading Level: YELLOW	
Decoding concepts and Code knowledge	Instructional Strategies Teacher talk
<p>Continue to practise (if necessary) and use Red strategies:</p> <ul style="list-style-type: none"> • The concept of and recognition of digraphs- doubled letters • Recognition and pronunciation of initial blends • Recognition and pronunciation of single vowel letters <p>Introduce: Recognition and pronunciation of common digraphs</p> <ul style="list-style-type: none"> • Consonant digraphs – the h digraphs (sh, ch, th, wh, ph) • Two-vowels-together vowel digraphs – any two-vowel patterns (oo, ea, ee, ai etc.) and the split digraph pattern (a_e, e_e, i_e, o_e, u_e) 	<p>See Red instructional strategies</p> <p>Early Yellow levels We know that two letters can have one sound – the ll in ball has one /l/ sound, the ss in fuss has one /s/ sound, the zz in buzz has one /z/ sound. We can use two different letters to write sounds too. Remember, these two letter patterns are called digraphs. Write these digraphs in a row across the board: sh, th, ch, th, ph Today we are going to look for these digraph patterns as we read. All these patterns have a consonant letter and an h. When we find a word with one of these patterns, we will work out how to pronounce it. If necessary, do this with one pattern at a time. However, many students can work with more than one pattern at a time because they are searching for a consonant and an h. As you read, find any words with one of these patterns and tell students how it is pronounced. Write the words you find in columns under the digraph pattern on the board. Practise saying the words and pronouncing the digraph. For example: We found <i>show, shop</i> and <i>she</i> in our book. The sh sounds like /sh/. /sh/ ow, /sh/ e, /sh/ op. We found <i>the, then, this</i> in our book. The th sounds like /th/ - /th/e, /th/ en, /th/ is.</p>

Upper Yellow levels

Finding two vowels together digraphs

Today when we are reading, we are looking for any words that have two vowels together. We'll write them on the board and circle the pattern and see what it sounds like. They might be the same two vowels or two different vowels.

For example:

green – ee – long /e/

paint – ai – long /a/

Most of the two vowels together patterns will sound like long vowel sounds. You can tell students that these vowel digraphs are usually or often pronounced like long vowels – they sound like the name of the vowel letters.

However, some two vowel digraphs are not pronounced like long vowels and students will also meet these in their early readers. If a student finds a two vowel digraph that is not pronounced with a long vowel sound just tell them how it is pronounced.

For example: Here are two vowels together in *look* and they sound like /oo/ - a short /oo/.

Here are two vowels together in *head* and they sound like a short /e/. Sometimes two vowels together can have a short vowel sound. Try the long sound first and if that doesn't sound right, try the short sound.

look – oo – short /oo/

Finding the split digraph pattern

Write these words on the board. Write the split digraph pattern in another colour and link the vowel and the final e like this: 

cake, these, like, home, cute

Read the words and say: These words have a special kind of vowel digraph – it's called a split digraph because the two vowels are not next to each other – the e is on the end of the word. Lots of words have these patterns and it often sounds like a long vowel. Let's look in our book and see if we can find any words with a split digraph pattern.

Write any words found on the board in two columns – those with long vowel sounds and those with short vowel sounds. Read the words and say.

These words have a long vowel sound and these words have a short vowel sound. If you find a word

	<p>with a split digraph pattern, try the long sound first and if that doesn't sound right, try the short sound.</p> <p>For example:</p> <table data-bbox="824 309 1308 443"> <tr> <td>made</td> <td>give</td> </tr> <tr> <td>like</td> <td>have</td> </tr> <tr> <td>ride</td> <td>some</td> </tr> <tr> <td>cake</td> <td>gone</td> </tr> </table> <p>Apply this knowledge to decoding and use sentence and text level cues to check that words are correct.</p>	made	give	like	have	ride	some	cake	gone
made	give								
like	have								
ride	some								
cake	gone								
<p>Phonological and Phonemic awareness skills</p>	<p>Instructional Strategies Teacher talk</p>								
<p>Continue to practise (if necessary) and use Red strategies:</p> <ul style="list-style-type: none"> • Blend 2-5 sounds together to pronounce words where the graphemes are recognised <ol style="list-style-type: none"> 1. single letter-sound graphemes (consonants and vowels) 2. blends 3. doubled letter graphemes (e.g. ll, ss, ff) two vowels together digraphs (e.g. oo, ai, ee) 4. split digraph patterns (a_e, i_e, o_e, e_e, u_e). 	<p>See Red instructional strategies</p> <p>Examples</p> <p>paint: You can sound out this word. The ai sounds like a long /a/ and the other letters have their own sounds. What is it? /p/ /a/ /i/ /n/ /t/ - paint.</p> <p>leaf: You can sound out this word. The ea sounds like a long /e/ and the other letters have their own sounds. What is it? /l/ /e/ /f/ - leaf.</p> <p>alone: You can sound out this word. It has the split digraph for the long /o/ and the other letters have their own sounds. The a sounds like a short /u/. What is it? /u/ /l/ /o/ /n/ - alone.</p>								

Reading Level: BLUE	
Decoding concepts and Code knowledge	Instructional Strategies Teacher talk
<p>Continue to practise (if necessary) and use Yellow strategies:</p> <ul style="list-style-type: none"> • Recognition and pronunciation of h digraphs • Recognition and pronunciation of vowel digraphs including split digraph pattern <p>Continue to focus on finding the two vowels together and split digraphs taught in the upper Yellow levels.</p> <p>Introduce: y as a vowel Vowel/consonant digraph patterns</p> <ul style="list-style-type: none"> • Vowel plus y – ay, ey, oy, uy • Vowel plus w – aw, ew, ow • Vowel plus r – ar, er, ir, r, ur 	<p>See Yellow instructional strategies</p> <p>Finding vowel digraphs including the split digraph – see instructional strategies for Upper Yellow level</p> <p>Pronouncing y as a vowel on the end of a word The letter y at the start of a word is always pronounced /y/. Let's see if we can see any words that start with y in our book toady. Write these words on the board. When y is on the end of a word it never sounds like /y/. Let's find some words that end in y and see what it sounds like. Write the words on the board in two columns - words where y represents a long /i/, and words where it represents a long /e/. Note: If students find any words with a vowel plus y pattern (ay, ey, oy, uy) write these words in groups according to their spelling patterns. For example:</p>

cry	happy	play	they	boy	buy
fly	lazy	day	money	joy	
dry	funny	stay			
my	slowly	say			
by					

Read the words that end in **y** and work out how the **y** sounds.

The **y** has a vowel sound in these words - cry, dry, fly etc. What does it sound like? A long /i/

The **y** has a vowel sound in these words - happy, lazy, etc. What does it sound like? A long /e/

When **y** is on the end of a word it can sound like a long /i/ or a long /e/.

Note: If you clap the syllables in each of these groups you will find that **y** is usually a long /i/ in one syllable words and a long /e/ in two or more syllable words.

If there are vowel + y words say:

When y has a vowel before it, it is part of a vowel + y digraph.

What does the **ay** sound like? Long /a/.

What does the **ey** sound like in they? Long /a/. What does it sound like in money? Long /e/.

What does the **oy** sound like? /oy/

What does the **uy** sound like? Long /i/

Finding vowel plus consonant digraphs

Vowel sounds can be written with a vowel and a consonant. A vowel and a y, a vowel and an r, a vowel and a w.

Let's make a chart and see if we can find any of these patterns in words as we read. We can add the words to our chart and see how to pronounce these vowel digraph patterns.

	r	w	y
a	ar (car)	aw (saw)	ay (day)
e	er (her)	ew (new)	ey (they, monkey)
i	ir (stir)		
o	or (for)	ow (how, know)	oy (boy)
u	ur (purple)		uy (buy)

Apply this knowledge to decoding and use sentence and text level cues to check that words are correct.

<p>Phonological and Phonemic awareness skills</p>	<p>Instructional Strategies Teacher talk</p>
<p>Continue to practise (if necessary) and use Yellow strategies:</p> <ul style="list-style-type: none"> • Blend 2-5 sounds together to pronounce words where the graphemes are recognised <ol style="list-style-type: none"> 1. single letter-sound graphemes (consonants and vowels) 2. blends 3. doubled letter graphemes (e.g. ll, ss, ff) 4. two-vowels together digraphs (e.g. oo, ai, ee) 5. split digraph patterns (a_e, i_e, o_e, e_e, u_e) 6. y as a vowel <p>vowel plus consonant patterns (vowels plus y, vowels plus r, vowels plus w).</p>	

Reading Level: GREEN

Decoding concepts and Code knowledge

**Instructional Strategies
Teacher talk**

Continue to practise (if necessary) and use Yellow and Blue strategies:

- Recognition and pronunciation of h digraphs
- **Recognition and pronunciation of vowel digraphs** including split digraph pattern
- **Recognition of y** as a vowel
- **Recognition of vowel/consonant digraphs**
 Vowel plus y – ay, ey, oy, uy
 Vowel plus w – aw, ew, ow
 Vowel plus r – ar, er, ir, r, ur

Introduce:

Trigraphs and quadgraphs – the vowel + gh graphemes (igh, ough, aigh, eigh)

See Yellow and Blue instructional strategies

We've learnt that two letters can be pronounced as one sound but sometimes three and even four letters can be pronounced as one sound.
 Write these patterns across the board or on a chart.
 These patterns are all made with one or more vowels plus a gh. Let's look as see if we can find any words with these patterns as we read, and we will work out how to pronounce them.

igh	aigh	eigh	ough
night (long /i/) sight sigh	straight (long /a/)	eight (long /a/) sleigh	though (long /o/) thought (/or/) through (long /oo/)

<p>Morphemes Inflectional affixes These change the function of the word - tense (ed, ing), superlatives (er, est), plural (s)</p> <p>Syllables Teach students to recognise vowel spelling patterns so that they can recognise syllables in words. Single vowels – open and closed syllables Two vowels together Split digraph Vowel plus y, w, r y as a vowel le syllables</p> <p>See Appendix 2 Syllables</p>	<table border="1" data-bbox="824 193 1809 268"> <tr> <td></td> <td></td> <td></td> <td>bough (/ow)</td> </tr> </table> <p>Note: Some words have the ough pattern but it is not a quadgraph. In words like <i>rough</i> and <i>cough</i> the gh sounds like /f/. If students find any of these words just show them how to pronounce them.</p> <p>Morphemes Choose a different morpheme to hunt for each time you read a book. For example: Look for words that end in ing and discuss present tense. Look for the ed suffix and work out the three ways it can be pronounced. Write the words the students find onto cards and sort them according to the pronunciation of the ed - /t/ (jumped, hopped), /d/ (banged, aimed), /id/ (ended, handed). Discuss its meaning and how the same two letters added to the end of a verb change it to past tense. Look for words that end in est and see if they mean the most (words like nest and chest do not!). Discuss the er having different meanings. Look for words that end in er that mean more than (greater, better, neater but not butter, father and mother). Look for plural words – see which ones end in s, which ones end in es and which ones have other ways of being written (children for example).</p> <p>Syllables Make a chart of the vowel spelling patterns that occur in syllables and add words as students find them in their reading. Choose one syllable type to search for at a time.</p> <p>Syllables with:</p> <table data-bbox="824 1098 2020 1374"> <tr> <td>Single vowels</td> <td>Short vowel closed syllables</td> <td>cab/in, cat/, pen/cil, in, at</td> </tr> <tr> <td></td> <td>Long vowel open syllables</td> <td>se/cret, be/hind, o/pen</td> </tr> <tr> <td>Two vowels together</td> <td></td> <td>aim, green, soap, pie, spoon, fruit coin,</td> </tr> <tr> <td>Split digraph</td> <td></td> <td>cake, home, like, rude, scene</td> </tr> <tr> <td>Vowels plus consonants y, r, w</td> <td></td> <td>boy, play, money, car, her, stir, fur</td> </tr> <tr> <td></td> <td></td> <td>for, saw, new, know</td> </tr> <tr> <td>y as a vowel</td> <td></td> <td>cry, happy</td> </tr> </table>				bough (/ow)	Single vowels	Short vowel closed syllables	cab/in, cat/, pen/cil, in, at		Long vowel open syllables	se/cret, be/hind, o/pen	Two vowels together		aim, green, soap, pie, spoon, fruit coin,	Split digraph		cake, home, like, rude, scene	Vowels plus consonants y, r, w		boy, play, money, car, her, stir, fur			for, saw, new, know	y as a vowel		cry, happy
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	<p>Words that end in le. table, puddle</p> <p>Decoding and pronouncing multi-syllabic words Show students the vowel spelling patterns in the word. Explain that every time there is a new vowel sound and spelling pattern, there is a new syllable. For example: disappointed -What can you see on the end of the word? An ed suffix so it must be a past tense word. What vowel patterns can you see in the word? an i, an a and an oi. If we divide the first syllable after the s the i will be a short vowel – dis. The a sounds like a short /u/. What could the oi sound like? /oy/. Dis, u. How will we pronounce the next part – /p/ /oy/ /n/ /t/. How will we pronounce the ed in this word? /id/ - dis/ u/ point/id - disappointed</p> <p><i>Apply this knowledge to decoding and use sentence and text level cues to check that words are correct.</i></p>
<p>Phonological and Phonemic awareness skills</p>	<p>Instructional Strategies Teacher talk</p>
<p>Continue to practise (if necessary) and use Yellow and Blue strategies:</p> <ol style="list-style-type: none"> 1. Pronounce and blend 2- 5 sounds in single and two syllable words using recognition of these graphemes and morphemes 2. single letter-sound graphemes (consonants and vowels) 3. blends 	

4. doubled letter graphemes (e.g. ll, ss, ff)
5. two-vowels together digraphs (e.g. oo, ai, ee)
6. split digraph patterns (a_e, i_e, o_e, e_e, u_e)
7. y as a vowel
8. vowel plus consonant patterns (vowels plus y, vowels plus r, vowels plus w).
9. Trigraphs and quadgraphs – the vowel + gh graphemes (igh, ough, aigh, eigh)
10. Inflectional affixes – ed, ing, s, er, est

Introduce and practise

Practise saying multisyllabic words, clapping the syllables, then saying each word syllable by syllable.

Say this word – investigation.

Clap the syllables – 5.

Say it slowly one syllable at a time. In ves tig a tion

Find multisyllabic words while reading and say the word, clap the syllables, say each syllable slowly and show in the word where each syllable starts and ends.

Reading Level: ORANGE, TURQUOISE, PURPLE, GOLD	
Decoding concepts and Code knowledge	Instructional Strategies Teacher talk
<p>Continue to practise (if necessary) and use Yellow to Green strategies:</p> <ul style="list-style-type: none"> • Recognition and pronunciation of vowel digraphs including split digraph pattern • Recognition of y as a vowel • Recognition of vowel/consonant digraphs Vowel plus y – ay, ey, oy, uy Vowel plus w – aw, ew, ow Vowel plus r – ar, er, ir, r, ur • Recognition of trigraphs and quadgraphs – the vowel + gh graphemes (igh, ough, aigh, eigh) • Recognition and understanding of the role of morphemes – inflectional affixes – ed, ing, er, est, plural s • Recognition of vowel spelling patterns and syllables in words. <p>Introduce Trigraphs for the /air/ and /ear/sounds</p>	<p>See Yellow to Green instructional strategies</p> <p>There are two vowel sounds that sound almost the same. They are /air/ (say it as if you are opening your mouth for a breath of air) and /ear/ (say it as if you are grinning from ear to ear). These vowel</p>

sounds are nearly always written with an r and two vowels – sometimes the vowels are before the r and sometimes after the r.

Draw a chart

/air/



/ear/



Chair

pair

pear

cheer

near

here

Morphemes

Introduce and find derivational affixes in words - prefixes and suffixes that change the meaning (un plus kind means not kind) or class of the word (ous added to adventure changes the noun adventure into an adjective – adventurous).

For example:

Prefixes meaning not: un, il, non, ir, im, in

Suffixes that make nouns

Person who is or does – er (teacher), ist (chemist), or (actor), ian (musician)

A state of, a condition of
tion (caution), sion (tension), ment

As we read today, we'll look and listen for words with these sounds in them and we'll add them to our /air/ and /ear/ chart.

Prefixes meaning not

There are lots of words that have a prefix in front of a root word to tell us that the word means not. If I said someone was not kind, I could say they are **unkind**. **Un** is called a prefix and we can add it to other words too, to show that the word means not. I could say *unconscious* – what does that mean? *Unlikely* – what does that mean. As you read today, find any words that mean not... They might be words with these prefixes:

Write these on the board

un il ir in non im dis

Suffixes that make nouns

A suffix is a group of letters added to the end of a root word to change the meaning of the word or the way we use it. It can change words into nouns, adjectives, adverbs and verbs.

Here are some common suffixes that are usually on the end of nouns. As you read today, look for words that end with these suffixes and we will work out what they mean.

<p>(contentment)</p> <p>Suffixes that make adjectives ive (creative), al (cultural), ous (adventurous), able/ible (adaptable, edible), ful (careful), less (careless)</p>	<p>tion/sion ment</p> <p>Suffixes that make adjectives There are several suffixes that tell us a word is an adjective. Look for words that end with these suffixes and we will work out what they mean. Write these suffixes on the board or a chart and add words to them as they are found.</p> <p>ous al ive able/ible ful less</p>
<p>Phonological and Phonemic awareness skills</p>	<p>Instructional Strategies Teacher talk</p>
<p>Continue to practise (if necessary) and use Yellow to Green strategies:</p> <ul style="list-style-type: none"> • Pronounce and blend the sounds in single and multi-syllabic words using recognition of these graphemes and morphemes <ol style="list-style-type: none"> 1. single letter-sound graphemes (consonants and vowels) 2. blends 3. doubled letter graphemes (e.g. ll, ss, ff) 4. two-vowels together digraphs (e.g. oo, ai, ee) 5. split digraph patterns (a_e, i_e, o_e, e_e, u_e) 6. y as a vowel 7. vowel plus consonant patterns (vowels plus y, vowels plus r, vowels plus w). 	

<p>8. Trigraphs and quadgraphs – the vowel + gh graphemes (igh, ough, aigh, eigh)</p> <p>9. Inflectional affixes – ed, ing, s, er, est</p> <p>10. Derivational affixes – tion, sion, ment, al, ous, ful, less, ive</p>	
<p>Reading Level: SILVER, EMERALD, RUBY, SAPPHIRE</p>	
<p>Decoding concepts and Code knowledge</p>	<p>Instructional Strategies Teacher talk</p>
<p>Continue to practise (if necessary) and use Green to Gold strategies:</p> <ul style="list-style-type: none"> • Recognition and pronunciation of vowel digraphs including split digraph pattern • Recognition of y as a vowel • Recognition of vowel/consonant digraphs Vowel plus y – ay, ey, oy, uy Vowel plus w – aw, ew, ow Vowel plus r – ar, er, ir, r, ur • Recognition of trigraphs and quadgraphs – the vowel + gh graphemes (igh, ough, aigh, eigh) • Recognition and understanding of the role of morphemes – inflectional affixes – ed, ing, er, est, plural s • Recognition of vowel spelling patterns and syllables in words. • Recognition and pronunciation of trigraphs for the /air/ and /ear/sounds 	<p>See Green to Gold instructional strategies</p>

<ul style="list-style-type: none"> • Recognition and understanding of the role of derivational affixes –prefixes and suffixes 	
<p>Phonological and Phonemic awareness skills</p>	<p>Instructional Strategies Teacher talk</p>
<p>Continue to practise (if necessary) and use Green to Gold strategies:</p> <ul style="list-style-type: none"> • Pronounce and blend the sounds in single and multi-syllabic words using recognition of these graphemes and morphemes <ol style="list-style-type: none"> 1. single letter-sound graphemes (consonants and vowels) 2. blends 3. doubled letter graphemes (e.g. ll, ss, ff) 4. two-vowels together digraphs (e.g. oo, ai, ee) 5. split digraph patterns (a_e, i_e, o_e, e_e, u_e) 6. y as a vowel 7. vowel plus consonant patterns (vowels plus y, vowels plus r, vowels plus w) 	<p>Students work out words by pronouncing graphemes and morphemes from left to right through the word. If the word they say is unknown they look for meaning cues in the word – root words, prefixes and suffixes. If this does not help, they continue reading to see if they can work out its meaning from the sentence cues. If the word is still unknown, they continue reading to see if text-level cues will help them. If these strategies do not help, they seek other sources – ask someone, use a dictionary.</p>

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| <p>8. Trigraphs and quadgraphs – the vowel + gh graphemes (igh, ough, aigh, eigh, air and ear trigraphs)</p> <p>9. Inflectional affixes – ed, ing, s, er, est</p> <p>10. Derivational affixes – tion, sion, ment, al, ous, ful, less, ive</p> | |
|---|--|

APPENDIX 1

Words generally begin with:

- a single consonant letter (sit, toe, me, for)
- a single vowel letter (at, it, on, over, apron, ever, up, end)
- two consonant letters (stop, play, shop, the)
- three consonant letters (strap, scream, shrink, throw, splash, spray)
- two vowel letters (aim, eat, ooze).

What is a blend?

When a word has two or three consonants next to each other and each one represents a sound by itself, these consonant clusters are called blends.

Most two or three consonant patterns are blends (they represent separate sounds) UNLESS the second consonant is an **h** – the pattern is then a digraph (two letters that represent one sound – shop, this, chip, photo, when).

A small number of other double consonant patterns can also be digraphs (pn – pneumonia, gn – gnarled, wr – write).

Double blends

The blue patterns in the table below are double blends - two consonant sounds next to each other in words

Blends can occur at the start of a word (**st**op), inside a word (y**est**erday), at the end of a word (chest**st**).

	b	c	d	f	g	p	s	t	w
+ c							sc		
+ h		ch				ph	sh	th	wh
+ k							sk		
+ l	bl	cl		fl	gl	pl	sl		
+ m							sm		
+ n					gn	pn	sn		
+ p							sp		
+ r	br	cr	dr	fr	gr	pr		tr	wr
+ t							st		
+ w			dw				sw		

These patterns are also double blends – they contain two consonant sounds next to each other, but the first sound is written with a digraph. So, although there are three consonant letters, there are only two consonant sounds.

	sh	th
+r	shr	thr

Triple blends – three consonant sounds together

	sp	st	sc
+l	spl		
+r	spr	str	scr

Note: squ also contains three consonant sounds at the start of words (/s/ /k/ /w/) and is therefore a triple blend but there are not three consonant letters to represent these sounds.

Teaching students to recognise blends in words

If children learn to look for the two (or three) consonant letters that are blends in words they can combine the two (or three) sounds into a chunk when they are pronouncing words. Instead of sounding out *stop* as /s/ /t/ /o/ /p/ they can say /st/ /o/ /p/. This helps with onset and rime work. The onset in a word is the initial consonant sound or initial blend sounds and the rime is the part of the word that begins with the vowel that follows the onset (the part that rhymes).

Word	Onset sounds	Rime sounds	Sounds chunked	Rhyming words – new onset, same rime
sit	/s/	/i/ /t/	s/it	h/it, b/it, k/it, m/itt, f/it
shop	/sh/	/o/ /p/	sh/op	h/op, st/op, l/ot, c/op, dr/op

blot	/b/ /l/	/o/ /t/	bl/ot	n/ot, h/ot, c/ot, sp/ot, l/ot
play	/p/ /l/	/ay/	pl/ay	s/ay, str/ay, fr/ay, r/ay, b/ay, d/ay

Final Blends

Final blends are much more difficult to pronounce and many students cannot hear both sounds in these blends.

	d	f	k	p	t
c					ct (fact)
f					ft (craft)
l	ld (cold)	lf (shelf)	lk (milk)	lp (help)	lt (bolt)
n	nd (end)		nk (sink)		nt (paint)
m				mp (jump)	
p					pt (accept)
s			sk (ask)	sp (gasp)	st (west)

Initial and final blends can also be heard inside words – sometimes on the end of a root word and before a suffix, and sometimes not. For example: ex**pl**oding, faint**ing**, ham**per**, yest**er**day, accept**able**.

Appendix 2

Syllables

A syllable gives the beat or rhythm to words. Every syllable contains the sound of a vowel.

A syllable will contain one of these vowel sounds.

- A short vowel sound (pat, pet, pit, pot, putt, put)
- A long vowel sound (pay, me, my, go, stew, glue)
- An /oy/ sound (boy)
- An /ow/ sound (cow)
- An r controlled vowel sound (car, her, for, fear, fair)
- The vowel sound in an unstressed syllable (Schwa – o/pɛn)

A syllable will have one of these spelling patterns

- Single letters – vowels or y
The single vowels can be in an open syllable (pa/per, fe/ver, ho/tel, bi/ble, fu/ture) or a closed syllable (ban, pen, fin, hot, but)
The y will be on the end of a word or root word (cry, happy, flying)
- Two vowels together patterns (paint, green, pie, goat, nuisance, spoon)
- Split digraph pattern (cake, these, like, hope, cute, rude)
- Vowel(s) plus consonant patterns
vowel plus y (pay, they, boy, guy)
Vowel(s) plus w (saw, new, view, show)
Vowel(s) plus r (car, her, stir, for, fur, fair, fear)
- le after a consonant (cable, peddle, dribble, goggle, muddle)

Open Syllables

When a syllable ends with a single vowel letter the vowel will be pronounced as a long vowel sound.

se/cret, pa/per, fi/nal, mo/tor, mu/sic.

This is called an open syllable.

If you divide a syllable after a single vowel, pronounce the vowel as a long vowel.

Closed Syllables

When a single vowel is inside a syllable it will be pronounced as a short vowel.

Cat, pit, hop, cut, pet; cab/in, pen/cil, fan/tas/tic

If you see a single vowel inside a syllable, pronounce it as a short vowel.

This is the most common type of syllable in the English language.

Stable Final Syllable

The le at the end of words forms a final syllable with the consonant before it. The vowel sound /i/ comes before the /l/ but the vowel letter (e) comes after the l.

There is always a consonant sound before the le. If there is a short vowel sound before that consonant the consonant will be doubled (paddle, fiddle, pebble, goggle, muddle). If there is a long vowel sound or another vowel sound before the consonant the consonant will be single (table, bible, feeble, yodel, bugle, dawdle, gargle, hurdle).