








































Teaching Order	Concept Name	Stage 1 Concept Description	Learning Outcomes
	Pre concept	a e i o u m n p s t	I can identify sounds and their letters. I can form my letters. I can identify vowels, lowercase and capital letters.
	 Sid the Spider	CV/VC – a e i o u m n p s t	I can isolate 2 sounds to assist with spelling, and I can identify short and long vowel sounds in words when I blend the sounds together to read the word. I can blend 2 sounds in rime units and I know why the vowel sounds are short.
		CVC – a e i o u m n p s t	
		CVC – a e i o u m n p s t b c g h d f v	I can isolate 3 sounds to assist with spelling, and I can blend 3 sounds to form the spoken word. I have increased my fluency of word-level reading.
		CVC – a e i o u m n p s t b c g h d f v k l r j w z x y q u	
	 Robot	Open and closed syllables	I know that syllable generation is a strategy to help with spelling 2-syllable words, and I know that syllables are parts of words that contain vowels.
	 Ty the Spy	y = a long /ī/ vowel sound	I can isolate 3 sounds to assist with spelling, and I know that when I hear the long /ī/ vowel sound at the end of these words, the spelling for this sound is the letter 'y'.
	 Billy the Donkey	y/ey = a long /ē/ vowel sound	I know that the letter 'y' can make 3 different sounds. I have conscious knowledge that syllable generation is a strategy to help with spelling 2-syllable words.
	 Blender	Consonant blends	I am consciously aware of using fingerspelling to assist me in hearing and then correctly spelling beginning blends in words.
	 Fluffy Frilly Floss	Floss	I know that in a single-syllable word, when I hear a short vowel sound that is directly followed by an 'f', 'l' or 's', I have to double the last consonant to get the correct spelling for these words.
	 Shelby the Shih Tzu	Digraph – /sh/	I know when I hear this sound, I need to write 2 letters to get the correct spelling.
	 Chester the Chimp	Digraph – /ch/	I know when I hear this sound, I need to write 2 letters to get the correct spelling.
	 Theo the Panther	Digraph – 2 sounds of /th/	I know when I hear this sound, I need to write 2 letters to get the correct spelling.
	 Gazza the Gangster	Digraph – /ng/	I know when I hear this sound, I need to write 2 letters to get the correct spelling.
	 Rock Chick	(LSASVS) ck	I know when I hear a short vowel sound that is directly followed by the /k/ sound, I need to write 2 letters to get the correct spelling.
	 Hopper	Double the consonant	I can identify what a base word is and what a suffix is. I know when I want to add the suffix '-ing' or '-ed' to a CVC/CCVC base word, I have to double the final consonant of that word before I add the suffix. This is how I keep the vowel sound short.
	 Blake the Snake	Silent e	I can identify long vowel sounds when spelling and reading, and I know that the silent 'e' has the job of helping the first vowel to say its letter name.
	 Garth the Shark	R – controlled /ar/	I know when I hear the /ar/ sound, I need to write 2 letters to get the correct spelling.
	 Burt the Quirky Hermit	R – controlled ir/ur/er	I know when I hear the /er/ sound, I need to write 2 letters to get the correct spelling. I know there are 3 options for spelling this sound.
	 Daisy-May	Long vowel ai/ay	I know when I hear the /ā/sound, I need to write 2 letters to get the correct spelling. Most of the time when I hear this sound in the middle of a word, the letter combinations are 'ai'. When I hear this sound at the end of the word, the letter combinations are 'ay'.
	 Primrose the Peacock	Long vowel ee/ea	I know when I hear the /ē/ sound, I need to write 2 letters to get the correct spelling. There are 2 options depending on the meaning of the word.
	 Henry the Proud Hound	Diphthong – ou/ow	I know when I hear the /ou/ sound, I need to write 2 letters to get the correct spelling. There are 2 options depending on the meaning of the word.
	 Broody Chook	Diphthong – 2 sounds of oo	I know when I hear these sounds, I need to write 2 letters to get the correct spelling.

Stage 2, 3 & 4 Scope and Sequence Overview – Alphabetic Principle





















The iDeaL Approach for Schools

Vocabulary and morphology increase in complexity per stage.

Teaching Order	Concept Name	Stage 2 Concept Description	Stage 3 Concept Description	Stage 4 Concept Description	Learning Outcomes
	 Sid the Spider	CVC			I can spell all vc, cv, cvc words with a, e, i, o, u as the short vowel and can identify the vowel within each word. I can identify that in cvc words the medial sound is short – ‘man’. In a cv word I know the vowel is long ‘me’.
	 Robot		Open and closed syllables		Through knowledge of syllable generation and short and long vowel sounds, I can read and spell a 2, 3, 4 syllable word. I will listen for the syllable breaks and vowel sounds and use my knowledge of the correct graphemes to spell multisyllabic words, e.g., ro-bot, leg-o, u-nit, fan-tas-tic, ep-id-em-ic. This is taught using fully phonetic open and closed syllables.
	 Ty the Spy		y = a long /ī/ vowel sound		I know that ‘y’ can sound like a long vowel /ī/ sound in single and multisyllabic words. Also contains spelling rule ‘y’ becomes /ī/ when adding a suffix.
	 Billy the Donkey		y/ye = a long /ē/ vowel sound		I know that ‘y’ can sound like a long vowel /ē/ sound at the end of multisyllabic base words.
	 Shelby the Shih Tzu		Digraph – /sh/		I know the /sh/- beginning and end sounds, and I can add a basic suffix Stage 4 /shr/.
	 Chester the Chimp	Digraph – /ch/			I know the basic English /ch/ sound as /ch/, and I can add a basic suffix – ing, –es –ed to words ending in /ch/ that require no base word alteration.
	 Char’s Charm and Charisma		Diagraph – 3 sounds /ch/		I know the basic English /ch/ sound as /ch/ progressing to the Greek sound /ch/ as /k/ and the French sound /ch/ as /sh/. /ch/ has three sounds. Assessed from stage 3.
	 Theo the Panther		Digraph – 2 sounds of /th/		I can identify the two sounds of /th/. The /th/ sound in ‘that’ vibrates and the /th/ sound in ‘thin’ is a soft unvoiced sound. /Th/ has two sounds.
	 Gazza the Gangster	Digraph – /ng/			I know the /ng/ end sound and am aware that this is different than the ‘-ing’ suffix.
	 Wacky Whale		Digraph – /wh/		I can identify which words require the /wh/ beginning sound in order to be spelt correctly.
	 Kiwi As, Bro	Beginning blends – consonant r blends			I know a blend is two letters, two sounds, at the beginning of a word. Consonant ‘r’ blends – br cr dr fr gr pr tr.
	 Spunky Skunk	Beginning s blends			I know a blend is two letters, two sounds, at the beginning of a word. S blends sc/sk sp st sw sl sm sn.
	 Fleur the Flamingo	Beginning blends – consonant l blends			I know a blend is two letters, two sounds, at the beginning of a word. Consonant l blends – bl cl fl gl pl.
	 Swanky Swan		End blends		I know a blend is two letters, two sounds, at the end of a word. mp nt nk st sk ld lk lt lf ct pt.
	 Blake the Snake		Silent e		I know that the ‘silent e’ syllable type is where the e sound is not voiced/heard. The ‘silent e’ makes the long vowel sound say its name = cake, smile.
	 Fluffy Frilly Floss		Floss		I know the Floss rule means that we double the f, l or s when it follows a short vowel sound = hill, toss, cliff and I can add a basic suffix.
	 Garth the Shark		R – controlled /ar/		I can use the r controlled vowel ‘ar’ as in cart, car, far, bar, barn, farm, tarnish.
	 Priscilla the Fancy Centipede		Soft sounds of c – ce, ci, cy		I know that when the letter ‘c’ is followed by an ‘e’, ‘i’ or ‘y’ it will change the sound to a ‘soft sound’. ce = /s/ as in race. I am able to apply my increasing knowledge of the ‘soft sounds of c’ rule in eccentric, cyst, inciteful.
	 Gerald the Giant		Soft sounds of g – ge, gi, gy		I know that when the letter ‘g’ is followed by an ‘e’, ‘i’ or ‘y’ it will change the sound to a ‘soft sound’. ge = /j/ as in rage. I am able to apply my increasing knowledge of the ‘soft sounds of g’ rule in generous, gigantic, gymnast.
	 Rock Chick	(LSASVS) ck			I know that when I hear a word, or syllable that has a short vowel sound followed by a /k/ sound, in most cases the correct spelling is ‘ck’. I can add a basic suffix –s, –ing –ed and I understand the tense and/or word class. I am also learning the spelling rule that ‘y’ becomes /ī/ when adding a suffix.

Stage 2, 3 & 4 Scope and Sequence Overview – Alphabetic Principle

The iDeaL Approach for Schools

Vocabulary and morphology increase in complexity per stage.				Learning Outcomes
Concept Name	Stage 2 Concept Description	Stage 3 Concept Description	Stage 4 Concept Description	
 Winnie the Witch	(LSASVS) tch			I know that when I hear a word, or syllable that has a short vowel sound followed by a /ch/ sound, in most cases the correct spelling is 'tch'. I can add a basic suffix -s, -ing -ed and I understand the tense and/or word class. I am also learning the spelling rule that 'y' becomes /i/ when adding a suffix.
 Pedro – tanned, ripped, shredded	3 sounds of 'ed' suffix			I know that the suffix '-ed' can say 3 different sounds. It says /d/ as in rubbed, /t/ as in winked and /id/ as in bunted.
 Hopper	Double the consonant			I know that when adding a basic suffix to a base word with a short vowel sound we need to double the consonant to keep the vowel short. I can identify how each suffix determines the tense and/or word class e.g: hopping -verbs, slipper -noun, nutty -adjective, prodded -past tense verb.
 Lula the Llama	Schwa			I can use my knowledge of open and closed syllables and identify syllables that contain a 'schwa' sound due to the pronunciation. 'er' or 'a' sounds like /ü/ or /i/ vowel sound. I can also add a basic suffix.
 Queenie the Quail		Diagraphs – /qu/, /ph/		I know that the letter 'q' is always followed by the letter 'u' and I know that the letters 'ph' together sound like /f/. Assessed from stage 3.
 Stampeding (hide the e)	Silent e plus a vowel or consonant suffix			I know that when adding a vowel suffix/inflection to a base word with a 'silent e', we need to drop the 'e' before adding the suffix. I can identify how each suffix determines the tense and/or word class, e.g: voter -noun, voting -present tense verb, voted -past tense verb.
 Baz the Badger	(LSASVS) dge			I know that when I hear a word, or syllable that has a short vowel sound followed by a /j/ sound, in most cases the correct spelling is 'dge'. I know that when adding a vowel suffix/inflection to a base word ending in 'dge' I must drop the 'e'.
 Little Beetle	Consonant le SYLLABLE TYPE			I can use my knowledge of open and closed syllables to spell 2 syllable words that end in a consonant and 'le', such as am/ple, ta/ble, crum/ble, dim/ple. I have a strategy to read these words. I also know that when adding a vowel suffix I must drop the 'e'.
 Daisy May	Long vowel – ai/ay			I know that when I am wanting to spell a word with the long vowel sound 'a' and the vowel sound is at the beginning or middle of the word, the spelling will either be 'a-e' as in made or 'ai' as in maid and if the sound is at the end of a word or syllable, the spelling will be 'ay' as in stay or cray/fish.
 Boisterous Boy	Diphthong – oi/oy			I know that when I am wanting to spell a word with the 'oi/oy' sound and that sound is at the beginning or middle of the word, the spelling will be 'oi' as in spoil and if the sound is at the end of a word or syllable, the spelling will be 'oy' as in boy or loy/al.
 Primrose the Peacock	Long vowel – ee/ea			I know that the most common way to spell the long /ē/ sound is either 'ee' or 'ea' and that the spelling is dependent on grammar.
 Broody Chook	Diphthong – 2 sounds of oo			I know that the spelling pattern /oo/ can make two different sounds, as in 'food' or 'good'.
 Beau the Dozy Goat	Long vowel – oa/ow			I know that there are two sounds for /oa/ as in boat and /ow/ as in slow. These have to be orthographically mapped.
 Bryce the Night Owl	Long vowel – igh			I know that the most common spelling pattern to produce the long /i/ vowel sound is 'igh' as in tight.
 Henry the Proud Hound	Diphthong – ou/ow			I know that there are two spellings for the /ow/ sound, 'ou' as in trousers and 'ow' as in towel. These have to be orthographically mapped. I am learning to map these spellings for increasingly difficult words.
 Burt the Quirky Hermit	R – controlled ir/ur/er			I know that there are three common spellings for the /er/ sound that is made by the r-controlled syllable types 'er/ir/ur'. 'er' as in 'nerve', 'ir' as in 'birth' and 'ur' as in 'spurt'. I am learning to map these spellings for increasingly difficult words.
 Gloria the Gorgeous Gorilla	R – controlled or/ore/our/oar			I know that there are four common spellings for the /or/ sound that is made by the r-controlled syllable types 'or/ore/our/oar'. 'or' as in orbit, 'ore' as in score, 'our' as in four and 'oar' as in boar.
 Paul the Prawn	Diphthong – au/aw			I am familiar with the diphthongs 'au' and 'aw'.
 Dear Deidre Deer	R – controlled are/ear/air/ere/eer			I have developed the ability to orthographically map the correct use of: 'are/ear/air/ere/eer', and can add a suffix to base words ending in 'e'. I know that the pronunciation of these can vary among individuals.
 Sue the Ewe	Long vowel/diphthong – ue/ew/ui			I know that there are three common spellings to make the long /ū/sound and have developed the ability to orthographically map the correct use of 'ew/ue/ui'. 'ew' as in 'new', 'ue' as in 'statue' and 'ui' as in 'fruit'.

* CV/VC = Consonant Vowel / Vowel Consonant
** CVC = Consonant Vowel Consonant
*** LSASVS = Longer spelling after short vowel sound