

iDeal Stage 1 progression	Example vocabulary morphology Irregular sounds or spellings	Learning outcomes	Phonological awareness to consider when explicitly teaching the code	Recommended reading material (iDeal Decodables are recommended to be used first with neurodiverse learners) Scope and Sequences have slight variations. Books listed ensure a cumulative instructional reading approach is implemented.					
				iDeal Controlled Texts	Ready to Read Phonics Plus	Sunshine Decodable Series	Little Learners Love Literacy	SPELD SA Phonic Books	Phonic Books
<b>Pre concept</b> <b>aeioumnpst</b>		I can identify sounds and their letters. I can form my letters. I can identify vowels, lowercase and capital letters.	- Auditory discrimination – short and long vowel sounds (e.g. a/u, i/e) and similar consonants (e.g. m/n)						
<b>1. CV/VC</b> <b>aeioumnpst</b>	<b>am, up, in, on</b> <b>is, a, to</b>	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.	- Isolating (fingerspelling) and blending 2 sounds - Auditory discrimination – short and long vowel sounds (e.g. a/u, i/e) and similar consonants (e.g. m/n)	<a href="#">Em</a> <a href="#">Po</a> <a href="#">No, Mo!</a> <a href="#">Up Up Up</a> <a href="#">I am Ann</a>					
<b>2. CVC</b> <b>aeioumnpst</b>	<b>sat, met, pen, sun</b> <b>as, put, the</b>	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.	- Isolating (fingerspelling) and blending 3 sounds - Onset and rime: e.g. "If I have 'nip' and I take away the /n/, what will I have left?" - Rhyme generation to assist with spelling: e.g. "If you can spell 'nip', you can use rhyming to help with spelling 'sip'."	<a href="#">Pen</a> <a href="#">Tim Nips</a> <a href="#">Tem</a> <a href="#">Nat</a> <a href="#">Sam</a>					<b>Dandelion Launchers</b> <b>Unit 1 &amp; 2:</b> Sam Tam Tim, I am Sam, Is it Sam, On the Mat, Pam, The Pot, A Map, A Man (Note: may contain the word 'has' or 'the') <b>Dandelion Readers</b> <b>Unit 1:</b> Sam, A Mat <b>Unit 2:</b> Pip, The Nap
<b>3. CVC</b> <b>aeioumnpst</b> <b>bcghdfv</b> Includes high-frequency word 'and'	<b>van, big, had, fun</b> <b>has, his, of</b>	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.	- Isolating (fingerspelling) and blending 3 sounds - Onset and rime: e.g. "If I have 'can' and I change the /c/ to /v/, what word will I make?" - Rhyme generation to assist with spelling: e.g. "If you can spell 'pet', you can use rhyming to help with spelling 'vet'."	<a href="#">Fun in the Sun</a> <a href="#">Vin the Bat</a> <a href="#">Gav has a Mob</a> <a href="#">Gav Digs</a> <a href="#">Mags</a> <a href="#">Tats</a> <a href="#">Mum and Dad</a> <a href="#">Nan and Pop</a>	<b>Kakano/Seed:</b> Tap Tap, Mud Mud MudPop Pop in the Pot, To the Top, In the Bin, Tomfit, Tag (Note: texts may contain a few 4 sound words)	<b>Set 1: satpinmd</b> Series 1 Series 2	<b>Stage 1: msfaptci</b> Pip and Tim series The Wiz Kids series Big World (non-fiction) series		<b>Dandelion Launchers</b> <b>Unit 3:</b> Bob, Pip and the Bat, Sam's Bag, Pam and the Cat <b>Unit 4:</b> Ted, The Fib, Bob and the Cod, Meg and Ted <b>Dandelion Readers</b> <b>Unit 3:</b> Nan, Tap Tap <b>Unit 4:</b> Bad Cat, At the Vet
<b>4. CVC</b> <b>aeioumnpst</b> <b>bcghdfv</b> <b>klrjwzxyqu</b>	<b>fix, yet, run, kid</b> <b>do, are, was</b>	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.	- Isolating (fingerspelling) and blending 3 sounds - Onset and rime: e.g. "If I have 'run' and I change the 'un' to 'an', what word will I make?"; "If I have 'all' and I add /c/ at the beginning, what word will I make?" - Rhyme generation to assist with spelling: e.g. "If you can spell 'box', you can use rhyming to help with spelling 'fox'."	<a href="#">Dex the Fox</a> <a href="#">Hats in the Sun</a> <a href="#">Cod on the Rod</a> <a href="#">Dom the Cop</a> <a href="#">Di has a Van</a>	<b>Kakano/Seed:</b> Get to the Vet, Tane and the Bug, Nan in a Net, Rat on the Rug, Weka gets Wet, Bug in the Hut, A Wet Ant (Note: texts may contain several words not taught)	<b>Set 2: gobherful</b> Series 1 Series 2 (Note: texts may contain a few 4 sound words with suffix 's')	<b>Stage 2: bhnodglv</b> Pip and Tim series The Wiz Kids series Big World series <b>Stage 3: yre quz</b> Pip and Tim series The Wiz Kids series Big World series <b>Stage 4: jukxw</b> Pip and Tim series The Wiz Kids series Big World series (Note: texts contain words with suffix 's')	<b>Set 1: satpin</b> A Pan, Sant the Ant, Nana, Tan-tan sits <b>Set 2: ckcrhemd</b> Yes/No, Hats (Note: texts may contain 1-3 words not taught)	<b>Dandelion Launchers</b> <b>Unit 5:</b> Ken the Rat, Kim the Bug, Mud, The Bus <b>Unit 6:</b> Viv Can Run, Jim and Jam, Ken Gets Wet, Zog <b>Dandelion Readers</b> <b>Unit 5:</b> Bun in the Sun, Red Gum <b>Unit 6:</b> Meg and the Bun, Zig and Zog ( Note: contains the word 'wham' )
<b>Guideline for after 6–9 months at school</b>									
<b>5. Open and closed syllables</b> In context in a 2-syllable word with up to 4 sounds	<b>wifi, Milo, tutu</b> <b>Suffix – '-s'</b> <b>who, you, does</b>	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.	- Syllable segmenting and blending - Auditory discrimination – short and long vowel sounds, with explicit teaching that the long /ū/ sound can also sound like /oo/ as in 'food'	<a href="#">Tutu</a> <a href="#">Bozo</a> <a href="#">Sumo</a>					
<b>6. y = a long /i/ vowel sound</b> Incorporation of the 'wh' digraph	<b>fly, my, why</b> <b>Suffix – '-ing'</b> <b>eye, said, one</b>	I can isolate 3 sounds to assist with spelling, and I know that when I hear the long /i/ vowel sound at the end of these words, the spelling for this sound is the letter 'y'.	- Isolating (fingerspelling) and blending 3 sounds - Rhyme generation to assist with spelling	<a href="#">Try to Fly</a> <a href="#">Spy</a> <a href="#">By the Silo</a>					
<b>7. y = a long /ē/ vowel sound</b> <b>Open and closed syllables</b> 2-syllable words that have up to 4 sounds	<b>baby, tiny, lady</b> <b>any, many, people</b>	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.	- Syllable segmenting - Auditory discrimination – short and long vowel sounds	<a href="#">Ivy Got a Pony</a>			<b>Set 3:</b> Tig naps a lot (Note: text may contain 1-3 words not taught)		

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<p><b>8. Consonant blends</b> Up to 4 sounds * for extension, add <i>inflected endings</i> to base words with end blends: e.g. jumps, jumping, jumped</p>	<p><b>must, went, next</b> <b>Suffix – ‘-ing’ ‘-ed’</b> <b>want, walk, talk</b></p>	<p>I am consciously aware of using fingerspelling to assist me in hearing and then correctly spelling beginning blends in words.</p>	<p>- Isolating sounds and blending sounds - Auditory discrimination – short vowels</p>	<p><a href="#">Rat Trap</a> <a href="#">Ants in his Pants</a></p>	<p><b>Tupu/Seedling:</b> Frog in a Log, Weka Helps Out, Where is Kiwi? (Note: texts contain several words not taught)</p>		<p><b>Stage 5:</b> Pip and Tim series Big World series (Note: texts may contain several words not taught)</p>	<p><b>Set 1:</b> Ants in Ann’s Pants, Nat and Pat, The Tins, It <b>Set 2:</b> Ants at the tip, Sant the Ant is Mad, Red Sand, <b>Set 3:</b> Tag the dog can rap, Sant the ant gets sick, Can you spot it? A bug in a mug (Note: texts may contain untaught grapheme ck)</p>	<p><b>Dandelion Launchers</b> <b>Unit 8:</b> Lost, Junk, The Gift <b>Unit 9:</b> Bob is Glum <b>Dandelion Readers</b> <b>Unit 8:</b> Box in the Loft <b>Unit 9:</b> The Trap (Note: texts may contain 1-3 words not taught)</p>
<b>Guideline for after 1 year at school</b>									
<p><b>9. Floss Spelling Rule</b> <b>ff, ll, ss</b></p>	<p><b>off, will, kiss</b> <b>Suffix – ‘-ing’ ‘-y’</b> <b>yes, all, bus</b> (exception to the Floss Spelling Rule)</p>	<p>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.</p>	<p>- Isolating sounds and blending sounds - Auditory discrimination – short vowels</p>	<p><a href="#">Dogs Off</a> <a href="#">No Frills</a></p>	<p><b>Tupu/Seedling:</b> Dress Up Hullabaloo The Tall Cone (Note: text contains several words not taught)</p>	<p><b>Set 3: Series 1</b> The Big Box, Mud fun <b>Set 3: Series 2</b> A Fuss on the Bus, A Picnic for Pets (Note: texts contain 1-3 words not taught)</p>	<p><b>Stage 4 Plus:</b> Pip and Tim series Big World series (Note: texts contains several words not taught)</p>	<p><b>Set 5:</b> Up the Big Hill (Note: text may contain 1-3 words not taught)</p>	<p><b>Dandelion Launchers</b> <b>Unit 7, 8 &amp; 9:</b> Rex Yells, Rex Will Not Sit, The Hill, Bob on the Sill, Jump, Floss, Stop the Pram, Don’t Spill <b>Dandelion Readers</b> <b>Unit 7, 8 &amp; 9:</b> Bob is not Well, Jill the Doll, The Lost Box, Flip and Flop Slip</p>
<p><b>10. ‘sh’ Digraph</b> Beginning and end sounds – up to 4 sounds</p>	<p><b>she, ship, rush</b> <b>Suffix – ‘-ing’ ‘-es’</b> <b>push, what, wash</b></p>	<p>I know when I hear this sound, I need to write 2 letters to get the correct spelling.</p>	<p>- Isolating (fingerspelling) and blending sounds - Onset and rime - Auditory discrimination – short vowel sounds</p>	<p><a href="#">Dash to the Dump</a> <a href="#">Kid on a Mish</a></p>	<p><b>Kākano/Seed:</b> Weka in the Shed (Note: text contains untaught grapheme ck) Zap and Zip (Note: text contains 1-3 words not taught)</p>	<p><b>Set 4:</b> On the Ship (Note: text contains untaught grapheme ck and ch)</p>	<p><b>Stage 6:</b> The Shed Shop, Fantastic Fish (Note: text contains several words not taught)</p>		<p><b>Dandelion Launchers</b> <b>Unit 12:</b> Shep and Tosh, The Shop, Fresh Fish, The Fish Pond <b>Dandelion Readers</b> <b>Unit 12:</b> Hush, The Cash</p>
<p><b>11. ‘ch’ Digraph</b> Beginning and end sounds – up to 4 sounds</p>	<p><b>chop, chat, bunch</b> <b>Suffix – ‘-ing’ ‘-ed’</b> <b>done, were</b></p>	<p>I know when I hear this sound, I need to write 2 letters to get the correct spelling.</p>	<p>- Isolating (fingerspelling) and blending sounds - Onset and rime - Auditory discrimination – short vowel sounds</p>	<p><a href="#">Fish and Chips</a> <a href="#">The Bach</a></p>	<p><b>Kākano/Seed:</b> Chit Chat (Note: text contains several words not taught)</p>	<p><b>Set 4:</b> A Chip for me (Note: text contains untaught grapheme ck)</p>	<p><b>Stage 6:</b> The Munch Bunch Fun Park, Chill Out (Note: text contains several words not taught)</p>	<p><b>Set 6:</b> Sant the ant has lunch (Note: text contains 1-3 words not taught)</p>	<p><b>Dandelion Launchers</b> <b>Unit 11:</b> The Big Chip, Chit Chat, Nuts for Lunch, The Champ <b>Dandelion Readers</b> <b>Unit 11:</b> Pip Gets Rich, Chips for Lunch (Note: some contain ‘hch’)</p>
<p><b>12. The 2 sounds of ‘th’ Digraph</b> Beginning and end sounds – up to 4 sounds</p>	<p><b>them, with, that</b> <b>Suffix – ‘-ing’ ‘-s’</b> <b>they, their</b></p>	<p>I know when I hear these sounds, I need to write 2 letters to get the correct spelling.</p>	<p>- Auditory discrimination – th/v and th/f - Isolating sounds (fingerspelling) and blending up to 4 sounds</p>	<p><a href="#">Seth has a Ship</a></p>	<p><b>Kākano/Seed:</b> Huhu in the Mud (Note: text contains several words not taught)</p>	<p><b>Set 4:</b> Zin and Thog (Note: text contains untaught grapheme ck)</p>	<p><b>Stage 6:</b> Thud Thump Thunk, Sloths (Note: text contains several words not taught)</p>	<p><b>Set 6:</b> Shan tried to think (Note: text may contain 1-3 words not taught)</p>	<p><b>Dandelion Launchers</b> <b>Unit 13:</b> This and That, Will This Fit, Thud Crash, That’s It <b>Dandelion Readers</b> <b>Unit 13:</b> The Path Up the Hill, Thump Thump / (Note: text may contain 1-3 words not taught)</p>
<p><b>13. ‘ng’ Digraph</b> Beginning and end sounds – up to 4 sounds</p>	<p><b>song, ring, long</b> <b>Suffix – ‘-ing’ ‘-s’</b> <b>two, into</b></p>	<p>I know when I hear this sound, I need to write 2 letters to get the correct spelling.</p>	<p>- Isolating (fingerspelling) and blending sounds - Onset and rime - Auditory discrimination – short vowel sounds</p>	<p><a href="#">The Singalong</a> <a href="#">The Long Trip</a></p>	<p><b>Tupu/Seedling:</b> Missing Tinā Matua (Note: text contains several words not taught)</p>	<p><b>Set 4:</b> The King’s Snack (Note: text contains untaught grapheme ck)</p>	<p><b>Stage 6:</b> A Day in the Jungle, Ring that Bell (Note: text contains several words not taught)</p>	<p><b>Set 5:</b> The Kids Band (Note: text contains untaught grapheme ck)</p>	<p><b>Dandelion Launchers</b> <b>Unit 15:</b> Ding, Dong!, Spring, Ting-a-ling, The Strong Wind (Note: texts may contain suffix ‘ed’) <b>Dandelion Readers</b> <b>Unit 15:</b> The Ring, The Sting</p>
<p><b>14. Spelling Rule</b> <b>LSASVS ‘ck’</b> (longer spelling of the /k/ sound after a short vowel sound)</p>	<p><b>back, pick, lock</b> <b>Suffix – ‘-ing’ ‘-ed’</b> <b>some, come</b></p>	<p>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.</p>	<p>- Isolating (fingerspelling) and blending sounds - Onset and rime - Auditory discrimination – short vowel sounds - Rhyme generation to assist with spelling: e.g. “If you can spell ‘back’, you can use rhyming to help with spelling ‘shack’.”</p>	<p><a href="#">Rock Band</a> <a href="#">Jack’s Trek</a></p>	<p><b>Kākano/Seed:</b> Wet Kai <b>Tupu/Seedling:</b> Weka in a Flap (Note: texts may contain 1-3 words not taught)</p>	<p><b>Set 3: Series 1</b> The Big Kick, Nan and Pop, Pop’s Socks, The Pet Vets, On the Rod, The Picnic, Eggs and Lemons <b>Set 3: Series 2</b> Hot Dog <b>Set 4:</b> Zin and Thog, A Chip for Me, The King’s Snack</p>	<p><b>Stage 5:</b> Pip and Tim series Big World series <b>Stage 6:</b> Quack, Tricks of the Forest</p>	<p><b>Set 2:</b> Ken, Crack Crack Crack <b>Set 3:</b> Stuck in the mud</p>	<p><b>Dandelion Launchers</b> <b>Unit 14:</b> The Clock, The Back Pack, Which Shall I Pick, <b>Dandelion Readers</b> <b>Unit 14:</b> The Trick, Raj Gets a Shock</p>

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<a href="#">15. Spelling Rule Double the consonant before adding a suffix: -ing, -ed</a>	<b>hopping, stopped, grinning, hugged</b> <b>should, would, could</b>	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.	As an alternative to phonological awareness in this concept, a key focus can be introducing/revisiting word classes that are formed when these particular suffixes are added to the base word: e.g. 'hugging' is a present tense verb (doing word); 'hugged' is a past tense verb (doing word)	<a href="#">Rewing It Up</a> <a href="#">Hip-hoppers</a>	<b>Māhuri/Sapling:</b> Sports Day, Dipped in Mud <i>(Note: texts may contain several words not taught)</i>			<b>Set 5:</b> Zack hid from Dad <i>(Note: texts contains 1-3 words not taught)</i>	<b>Dandelion Readers</b> Unit 18: Dan is Trapped
<a href="#">16. Introduction to silent 'e' syllable high-frequency words</a>	<b>make, time, home</b> <b>Suffix – '-s'</b> <b>give, have</b> <i>Another job of 'e'</i>	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.	- Rhyme generation to assist with spelling: e.g. "If you can spell 'make', you can use rhyming to help with spelling 'shake'." - Onset and rime: e.g. "If I have 'bake' and I change the 'ake' to 'ike', what word will I have?"	<a href="#">At The Lake</a> <a href="#">Ride in the Pines</a>	<b>Tupu/Seedling:</b> Ride to the Top, Be Brave, Vote for Fin, Splash <i>(Note: texts may contain several words not taught)</i>	<b>Set 6:</b> Jake Bakes a Cake, From Granny to Evie, Shy Arthur, Leo and Joe, Andrew and Sue Make a Kite <i>(Note: texts may contain 1-3 words not taught)</i>	<b>Stage 7: Unit 4:</b> A Strange Tale, Rise and Shine, High Hopes, A Huge Day, Things to Amaze You <i>(Note: text contains several words not taught)</i>	<b>Set 8:</b> Things I like to do <i>(Note: text contains 1-3 words not taught)</i>	<b>Split vowel spellings</b> Late (a-e), The Note (o-e), Club Rules (u-e), Show Time (all spellings), A Nice Life <i>(Note: texts may contain 1-3 words not taught)</i>
<a href="#">17. 'ar' R controlled syllable</a>	<b>car, far, part</b> <b>Suffix – '-ing' '-ed'</b> <b>fast, last, past</b>	I know when I hear the /ar/ sound, I need to write 2 letters to get the correct spelling.	- Rhyme generation to assist with spelling: e.g. "If you can spell 'car', you can use rhyming to help with spelling 'far'."	<a href="#">Go-Kart</a> <a href="#">Party at the Skatepark</a>	<b>Māhuri/Sapling:</b> Flax on the Farm <i>(Note: texts contain several words not taught)</i>	<b>Set 5:</b> Free food <i>(Note: text contains 1-3 words not taught)</i>	<b>Stage 7: Unit 2</b> Art Party <i>(Note: text contains several words not taught)</i>		<b>Dandelion Readers</b> Level 1, Book 12: Too far <i>(Note: text contains 1-3 words not taught)</i>
<a href="#">18. 'ir/er/ur' R controlled syllable</a>	<b>bird, her, church</b> <b>Suffix – '-ing' '-s'</b> <b>work, word, worm</b>	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.	As an alternative to phonological awareness, orthographic mapping activities are beneficial to assist with learning the correct letter combinations to use when spelling.	<a href="#">Vern and Fern</a> <a href="#">Shirl gets Hurt</a>	<b>Māhuri/Sapling:</b> Nat's first game, Lurking in the dark, Letter to Samoa <i>(Note: texts may contain several words not taught)</i>	<b>Set 5:</b> The rat is back <i>(Note: text contains 1-3 words not taught)</i>	<b>Stage 7: Unit 2</b> Monster Picnic, Ha Ha Ha! <i>(Note: texts may contain several words not taught)</i>	<b>Set 7:</b> The Quiz, Litter Bug <i>(Note: text contains several words not taught)</i>	<b>Dandelion Readers</b> Level 1, Book 4: My Turn Level 2, Book 4: Meg Gets Dirty <i>(Note: texts may contain 1-3 words not taught)</i>
<a href="#">19. ai/ay Long Vowel Teams</a>	<b>rain, day</b> <b>Suffix – '-ing' '-ed'</b> <b>great, today</b>	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'.	- Rhyme generation to assist with spelling: e.g. "If you can spell 'day', you can use rhyming to help with spelling 'stay'." - Isolating (fingerspelling) and blending sounds to assist with where abouts in the word I hear this sound which will assist me in writing the correct letter combinations.	<a href="#">A Great Day to Sail</a> <a href="#">Whale Tail</a>	<b>Māhuri/Sapling:</b> Rain is a pain, Stay! <i>(Note: texts contain several words not taught)</i>	<b>Set 4:</b> Is rain fun? <b>Set 6:</b> Jake bakes a cake <i>(Note: texts contain several words not taught)</i>	<b>Stage 7: Unit 1</b> The Snails that Tim Forgot <i>(Note: text contains several words not taught)</i>	<b>Set 6:</b> The truck that got stuck <i>(Note: text contains 1-3 words not taught)</i>	<b>Dandelion Readers</b> Level 1, Book 1: The Mail Level 2, Book 1: Viv Waits <i>(Note: texts may contain 1-3 words not taught)</i>
<a href="#">20. ee/ea Long Vowel Teams</a>	<b>see, team</b> <b>Suffix – '-s' '-es'</b> <b>after, always</b>	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.	As an alternative to phonological awareness, orthographic mapping activities are beneficial to assist with learning the correct letter combinations to use when spelling.	<a href="#">Easter at the Beach</a> <a href="#">Pip sneaks the Meat</a> <a href="#">Feast with a Queen</a>	<b>Tupu/Seedling:</b> A Fun Quiz, The Long Swim, Swim Day, Home Time <b>Māhuri/Sapling:</b> Photo Time, Splashing in the Stream, The Best Place to Rest <i>(Note: texts contain several words not taught)</i>	<b>Set 4:</b> Green feet <b>Set 6:</b> From Granny to Evie <i>(Note: texts contain several words not taught and grapheme ie)</i>	<b>Stage 7: Unit 1</b> The Teeny Tiny Tree <i>(Note: text contains several words not taught)</i>	<b>Set 4:</b> Stuck in a rut <b>Set 8:</b> The old blue bike Sant and Spotty at the creek <i>(Note: texts may contain 1-3 words not taught)</i>	<b>Dandelion Readers</b> Level 1, Book 2: The Tree Level 2, Book 2: Sweet Dream Level 3, Book 2: The Heap of Sand <i>(Note: texts may contain 1-3 words not taught)</i>
<a href="#">21. ou/ow Diphthong</a>	<b>out, now</b> <b>Suffix – '-ing' '-ed'</b> <b>water, warm</b>	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.	As an alternative to phonological awareness, orthographic mapping activities are beneficial to assist with learning the correct letter combinations to use when spelling.	<a href="#">Trip to the Mount</a> <a href="#">Rowdy Cow</a> <a href="#">The Land of the Long White Cloud</a>	<b>Māhuri/Sapling:</b> Hide & Seek, Huhu's Play Date <i>(Note: texts contain several words not taught)</i>	<b>Set 5:</b> A Bad Start	<b>Stage 7: Unit 3</b> Down on the farm, Hullabazoo <i>(Note: texts contain several words not taught)</i>	<b>Set 7:</b> Tim and the Fun Run A Wet Cat <b>Set 10:</b> The camel that had no hump <i>(Note: texts may contain 1-3 words not taught)</i>	<b>Dandelion Readers</b> Level 1, Book 6: Mr Brown Level 2, Book 6: The Tree House <i>(Note: texts may contain 1-3 words not taught)</i>
<a href="#">22. 2 Sounds of /oo/ Diphthong</a>	<b>look, good</b> <b>Suffix – '-ing' '-ed'</b> <b>won, front</b>	I know when I hear these sounds, I need to write 2 letters to get the correct spelling.	- Rhyme generation to assist with spelling: e.g. "If you can spell 'food', you can use rhyming to help with spelling 'mood'." "If you can spell 'good', you can use rhyming to help with spelling 'stood'."	<a href="#">Toot-toot and Scoot</a> <a href="#">Moody Chuck</a>	<b>Tupu/Seedling:</b> Hoot Hoot, Which Way to Go, Slow to Grow	<b>Set 4:</b> Odd Jobs Hot Hens	<b>Stage 7: Unit 3</b> Hullabaloo Oops!		<b>Dandelion Readers</b> Level 1, Book 7: Zoom

**Guideline for after 2 years at school**

When students reach this stage of the Scope and Sequence, we encourage you to transition them to levelled texts at Levels 12–14, Blue/Green. Students who present as dyslexic may progress at a slower rate through this scope and sequence. Go as fast as you can but as slow as you must to ensure students have the skills through this scope and sequence through to the reading fluency stage of lessons before moving to your next concept. We encourage a range of decodable readers to be used for both review and instruction. Be sure to align any texts not listed to the appropriate place in the scope and sequence and to teach them through the lesson sequence of sound level (DED), word level (DED), sentence level (DED) and finally text level.