

# Course Scope & Sequence

## Phonic Content



Individual activities and resources on StepsWeb can be used to reinforce any research-based literacy approach.

Teachers can create and customise their own chosen literacy progression and schools are able to build entire banks of resources specifically customised for their school. This Scope & Sequence document lays out the content of the literacy Course element only.

### NOTE:

The progression includes plenty of revision of previously introduced patterns, as well as activities where the learner is required to choose the right option. These are not all detailed separately below.

| Course Level | Scope   | Sequence  | Grammar & Content  |
|--------------|---|---|--|
| Foundation A |   | a, t, s, p, i, n, d, o                                    | vc/cv/cvc<br>Recognise digits<br>Open/closed syllables                 |
| Foundation B | Single consonants<br>Short vowels                           | g, e, m, c, b, u, h, r                                    | Suffixes -s, -ing, -ed   |
| Foundation C | Consonant digraphs  | l, f, k, w, th, j, sh, v                                  | Rhyme, initial and end sounds, blending, word building<br>Onset + rime |
| Foundation D |   | ck, ng, x, y, z, wh, qu, ch                               |  |
| Level 1      | Initial and final blends<br>Long vowel sounds               | CVC, sh, th, st, ch, ng, ck, r-blends, soft 'c'           | CVCC/CCVC<br>Numeracy concepts/words                                   |
| Level 2      | Consonant patterns<br>Vowel digraphs<br>Silent -e           | l-blends, nd/nk, doubled consonants, oo (book), ee        | Maths vocabulary<br>Days and months<br>Silent letters                  |
| Level 3      | Doubling consonants   | ay, ai, a-e, i-e, oo (school), o-e, u-e                   | Prefixes and suffixes<br>Plural rules<br>Compound words                |
| Level 4      | Vowel patterns  | tch, e-e, -le, ea (long), ar, or, oa, igh                 | Homophones<br>Word Building/segmentation                               |
| Level 5      | Consonant patterns<br>R-modified patterns<br>Vowel patterns | ou, ir, ow (now), oy, ur, soft 'g', er                    | Apostrophes<br>Contractions<br>Phoneme segmentation & blending         |
| Level 6      | Prefixes  | ew, ea (short), ow (know), ey, k/ck/ke, un-, ear, oi, are | Syllabification<br>Syntax  |
| Level 7      |   | -ce, -nch, aw, mb, dge, -ness, re-, air, -ue, au          | Semantic awareness   |

| Course Level    | Sequence  | Grammar & Content   |
|-----------------|---|---|
| <b>Level 8</b>  | ure, wa-, non-, tion, ore   | Contractions<br>Prefixes & suffixes                             |
| <b>Level 9</b>  | ie, ou (u), or, oy exceptions, ire, ue, gu, ou, -ly, -less, ory, ery, ary | Plurals revision<br>Homophones                                  |
| <b>Level 10</b> | ible/able, ch sounds, -cy, ph, ch (sh), ear, ge                           | Tricky words<br>Maths vocabulary                                |
| <b>Level 11</b> | tion (adv), ance, au, ir/er/ur, sion, au/aw, cian, -or, -ful              | Vocabulary Development<br>Grammar                               |
| <b>Level 12</b> | ou/ow, gn, in-, not-, ough, mis-, pre-, ure, are/air, ch (k), ual         | Comparatives<br>Superlatives                                    |
| <b>Level 13</b> | ar, -ment, -se, ssion, ible/able, -ary, in/im, gh, ui                     | Collective nouns<br>Word Roots                                  |
| <b>Level 14</b> | ibility/ability, tion , aw, dis-, -gue, sc, oar/ear, ence, ive, pro-      | Morphology<br>Syllabification                                   |
| <b>Level 15</b> | -ful, ic, ish, al, ort, etic, anti-, sub-, -ous, cc, ent, ual             | Syntax<br>Semantic awareness                                    |
| <b>Level 16</b> | eer/ier/ere, un-/non-, -que, ant, uni/bi/tri, -our, ent/ant               |   |
| <b>Level 17</b> | ui, ure, -ect, -ic,-ly, ab-,-ly, -ious, -etic,-ive                        |   |
| <b>Level 18</b> | au, ph, cc, ssion/sion, ei, ent/ant, -fy, -cation                         |   |
| <b>Level 19</b> | -ity, -ly, -tious, -ire, -ish, -ent                                       | Continuation of above, plus introduction of academic vocabulary |
| <b>Level 20</b> | -gue, -ity, -able, ou, -tion/-sion/-cian, -ore, -ary, -ous                |   |

Contact info@stepsweb.com if you need any support with your literacy teaching or have any queries.