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# Literacy Scope and Sequence for Intervention

I originally created this scope and sequence for my own son to guide me in my understanding of what needed to be included in my phonology (SL) scope and sequence to provide a full structured literacy approach for him. I consider the list below to be for dyslexic students and tier 3 Students in an intervention setting and it is not an exhaustive list. Please consider this list as an example of how to create your own. I have also added a few weblinks for your convenience.

## Handwriting

- ☐ Letter Formations  a-z Lower case
- ☐ Capital Letters A-Z Upper Case

## Grammar/Morphology

- ☐ UN - prefix
- ☐ RE -  Prefix
- ☐ Plural S/ ES also a suffix
- ☐ Homophones
- ☐ Period (full stop)
- ☐ Exclamation mark
- ☐ Question Mark
- ☐ ING - suffix
- ☐ ER  suffix
- ☐ Contractions
- ☐ Commas
- ☐ Apostrophe
- ☐ Abbreviations  ( St = Street, rd + road, etc mean etcetera
- ☐ Antonyms
- ☐ Synonyms
- ☐ DIS - prefix
- ☐ PRE - prefix
- ☐ EST - prefix

- ☐ LY - suffix
- ☐ LESS - suffix
- ☐ FUL - suffix

## Sentence types

- ☐ **Declarative sentences**: In English grammar, a declarative sentence is a sentence that makes a statement, provides a fact, offers an explanation, or conveys information.
- ☐ **Exclamatory sentences**: An exclamatory sentence, also known as an exclamation sentence or an exclamative clause, is a statement that expresses strong emotion.
- ☐ **Imperative sentences**: An imperative sentence is a sentence that expresses a direct command, request, invitation, warning, or instruction.
- ☐ **Interrogative sentences**: An interrogative sentence is a sentence that asks a question.

## Parts of Speech

- ☐ Nouns - a person, place, thing or an idea
- ☐ Common Noun
- ☐ Proper Noun
- ☐ Verb – Action words
- ☐ Adjective
- ☐ Adverbs
- ☐ Pronouns

## Sentence Structure in oral language to move to writing

- ☐ Who
- ☐ What
- ☐ When
- ☐ Where
- ☐ Why
- ☐ Problem
- ☐ Article
- ☐ Subject and Verb sentence extension / WHO and DO sentence

# Sentence Structures

- [ ] Fragments
- [ ] SImple Sentence
- [ ] Extend the Sentence
- [ ] Conjunctions
- [ ] Dependant and Independent sentences
- [ ] Compound sentence
- [ ] Complex sentences

**TABLE 1. Sentence Hierarchy**

| Structure | Example (Topic: Sailing) |
|---|---|
| Noun (N) + Verb (V) | Cormorants dove. |
| N + V + "where phrase" (where) | The captain leaned on the tiller. |
| N + is/are Verb + Adjective (Adj) | The deck was slippery. |
| Adj + N + V + where | Gray porpoises leaped out of the waves. |
| Adj + N + V + "when phrase" (when) | Several teenagers sailed during the evening. |
| Adj + N + V + where + when | The nervous boys aimed their vessel toward the lighthouse late in the afternoon. |
| Adj + Adj + N + V + where + when | Dozens of pesky gulls screeched overhead all morning. |
| Adj + N + V + where + *and* + (Art.) + N + V+ where | Playful seals swam around the boat and they scared the fish away. |
| Adj + N + V + where + *because* + (Art.) + N + V + where | The frightened lads steered toward the shore because lightening flashed in the distance. |
| Adj + N + V + where + *but* + (Art.) + N + V + where | Dark clouds gathered in the east, but the sailors slept. |
| "When clause," + Adj + N + V + where | When the wind blew, the empty sails filled between the yardarms. |
| Adj + N + V + where + "who/which/that clause" | The excited teens sailed toward the whales that surfaced nearby. |
| Adj + N + "who/which/that clause" + V | The frisky dolphins that followed the boat disappeared. |

Adapted with permission from Jennings, T. & Haynes, C. (2018), p. 84.

- [ ] Find more information here - 
  https://nj.dyslexiaida.org/wp-content/uploads/sites/18/2022/10/Haynes-Structured
  ApproachesWritingHaynesSmithLaudIDAPerspectives_2019.pdf
- [ ] Find more information here -William Van Cleave Free PDF
  https://www.wvced.com/wp-content/uploads/2019/04/From-Words-to-Works-Writi
  ng-Handout-4-1-19.pdf

## Subordination

- ☐ Because

## Co-ordination

- ☐ But
- ☐ So
- ☐ For
- ☐ And
- ☐ Or
- ☐ Yet
- ☐ Nor

## Six Syllables as reference for educators knowledge

- ☐ Open
- ☐ Closed
- ☐ Silent E
- ☐ Vowel teams
- ☐ Controlled R
- ☐ Controlled LE

# Vocabulary

Take words from the books the children are reading or someone is reading to them. Teach the words that will come up in everyday day life and school. Words can be categorised by groups into Tiers, 1, 2, 3.  We (the deb) think the tier system can be a little confusing especially since the education system uses it in intervention.

We much prefer the **Word Aware** set up using **anchor words**, **goldilocks words** and **step on words**.

- ☐ **Anchor words** :  tree, boat, them, animals and plants -*These words children already know and you don't need to teach them.*
- ☐ **Goldilocks words** : grateful, fabulous, altogether, respectful, maintain, structure, comprehension, junction - *These words will be used in all subjects and parts of life, needed for daily use.*
- ☐ **Step on words**:  Tropic of Cancer, atoms, Arctic Circle, catacomb, combustion -*Words they are unlikely to come across on a daily basis and are related to particular topics.*

# STAR Select - primary

| Anchor words | Goldilocks words | Step on words |
|---|---|---|
| Children have a thorough understanding of these words.<br><br>Everyday spoken and written language for a child of this age.<br>Used at home and in daily interactions.<br><br>Children have become familiar with this vocabulary through prior teaching. | **Really useful words**<br><br>Likely to be encountered again in reading or oral language.<br><br>Average adult has a **good** level of knowledge of the word.<br><br>Words that are very topic specific but are core to the topic.<br><br>Age 7+: Desirable for children to use in their writing | Less likely to be encountered again in reading or oral language.<br><br>Average adult does **not have much** knowledge of the word.<br><br>Words that are particularly topic specific, and are not core to the topic.<br><br>Age 7+: Not a word that children usually need to use in their own writing |

Word Aware Parsons and Branagan 2014

Based on Stahl and Nagy (2005), Beck, McKeown and Kucan (2002)

☐ To learn more please head to
https://www.deb.co.nz/dyslexia/getting-started/what-is-background-knowledge-and-vocabulary/

☐ **Webinar -** Maximise Your Read-Alouds to Build Language Comprehension by Maria Sabene Murray - https://www.youtube.com/watch?v=RqL-NSRQLcQ&t=2066s

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**RESOURCES** - Programmes and Resources on the DEB website will provide plenty of options to support your learning and practice.

**Created by Sharon Scurr for DEB - Dyslexia Evidence Based**

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