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## Basic Phonology Scope and Sequence (sample)

I have chosen to share this document to help members see how different a scope and sequence can look in intervention. It is not a checklist to go through, it is a scope and sequence tailored to suit my own son's needs. This does mean I also need to create my own word lists and dictation sentences and I need to look very closely at the sounds in decodable books and passages before I give them to my son. I am not saying you can't use programmes but it's crucial for intervention you understand how to adjust and understand why you are adjusting the sounds order. I also want to note this is not a full scope and sequence there a few more concepts that will be added in time.

This is a VERY tidy version of the scope and sequence I created for my son to date. My version has notes and scribbles all over it.

This scope and sequence is designed to be adjusted at any stage . You will notice I have added in brackets next to open and silent syllables (only if the child can cope with short and long vowels) Ben couldn't for a long time and we continued with just teaching short vowel lessons to give him success while I worked on building his phonemic awareness.

It is also important to note some concepts might be mastered in reading but not spelling and it's important to move with the child. What I mean by this , the words you would provide for reading may be further down the list than the spelling words. Don't hold the child back but keep reviewing spelling at the level the child is at.

I use this phonology scope and sequence and I also use an intervention literacy scope and sequence that can be found on the DEB website and it includes morphology , parts of speech , grammar and writing I created for the DEB website and I combine them together into my lessons.

A note : When you teach Grapheme to Phoneme Correspondence (GPC's) you don't teach them in the order of ABC you teach them in a logical way , usually by frequency in words or by letter formation or both. I explain this in more detail on the DEB website under - Why a Scope and Sequence is Crucial.

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## Phonology Scope and Sequence for Intervention (sample)

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### Grapheme to Phoneme Correspondence (GPC's)

- 21 Consonants  
B,c,d,f,g,h,j,k,l,m,n,p,q,u,r,s,t,v,w,x,y,z ( refer to the note above about teaching order)
- 5 Short Vowels  
a,e,i,o,u
- 5 Long Vowels Introduced with Open Syllables.  
A,E,I,O,U

### Reading and Spelling Words

- VC/VCC Short a
- VC/VCC Short e
- VC/VCC Short i
- VC/VCC Short o
- VC/VCC Short u
- Closed Syllables (CVC)
- Open Syllables (only if the child can cope with short and long vowels I removed them from here and retaught later)
- Digraph sh
- Digraph th x 2 voiced (this) and unvoiced (thin)
- Digraph ch
- Digraph qu
- Blends Beginning (listed to add to your word lists , you don't teach blends in isolation)
- Blends End (listed to add to your word lists , you don't teach blends in isolation)
- Silent E syllable (only if the child can cope with short and long vowels I removed them from here and retaught later)
- C or K
- Floss
- ell/el ( hard to hear in an NZ accent)
- ng
- nk
- wa says (wo)

- Long spelling of ck
- Long spelling of ch
- Retaught Open Syllable**
- Plurals S and ES
- Retaught Silent E Syllable**
- c says s and g says j
- RABBIT RULE (VC.CV) syllable division - Multi Syllable Words
- ee
- or/ar
- ai/ay
- oi/oy
- oo/oo
- Three sounds of ea
- 3 Sounds of ed
- Compounds words
- IGH
- IR/UR/ER - /er/
- oa/ow
- S says Z
- ou/ow
- CVC doubling rule
- Y in Closed Syllable
- Y in Open Syllable
- Y in 2 syllable word
- tion final syllable
- final syllable le
- Multi Syllable Words for all sounds taught to date

This is just a sample of an early irregular word list I use . Please check out the lesson on the DEB website on the best way to teach these words. What does a structured literacy lesson Look like in intervention?

To read and spell -

- |                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <input type="checkbox"/> the          | <input type="checkbox"/> of            | <input type="checkbox"/> go    |
| <input type="checkbox"/> I            | <input type="checkbox"/> are           | <input type="checkbox"/> no    |
| <input type="checkbox"/> a            | <input type="checkbox"/> was (z sound) | <input type="checkbox"/> so    |
| <input type="checkbox"/> is (z sound) | <input type="checkbox"/> you           | <input type="checkbox"/> goes  |
| <input type="checkbox"/> as (z sound) | <input type="checkbox"/> what          | <input type="checkbox"/> they  |
| <input type="checkbox"/> said         | <input type="checkbox"/> have          | <input type="checkbox"/> their |
| <input type="checkbox"/> to           | <input type="checkbox"/> your          | <input type="checkbox"/> were  |
| <input type="checkbox"/> do           | <input type="checkbox"/> want          | <input type="checkbox"/> talk  |

- |                                 |                                  |                                  |
|---------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> walk   | <input type="checkbox"/> many    | <input type="checkbox"/> nothing |
| <input type="checkbox"/> could  | <input type="checkbox"/> any     | <input type="checkbox"/> other   |
| <input type="checkbox"/> would  | <input type="checkbox"/> into    | <input type="checkbox"/> another |
| <input type="checkbox"/> should | <input type="checkbox"/> friend  | <input type="checkbox"/> mother  |
| <input type="checkbox"/> there  | <input type="checkbox"/> because | <input type="checkbox"/> brother |
| <input type="checkbox"/> where  | <input type="checkbox"/> woman   | <input type="checkbox"/> father  |
| <input type="checkbox"/> where  | <input type="checkbox"/> move    | <input type="checkbox"/> today   |
| <input type="checkbox"/> who    | <input type="checkbox"/> both    | <input type="checkbox"/> very    |
| <input type="checkbox"/> by     | <input type="checkbox"/> four    | <input type="checkbox"/> above   |
| <input type="checkbox"/> one    | <input type="checkbox"/> fourth  | <input type="checkbox"/> among   |
| <input type="checkbox"/> once   | <input type="checkbox"/> forty   | <input type="checkbox"/> again   |
| <input type="checkbox"/> two    | <input type="checkbox"/> people  | <input type="checkbox"/> against |
| <input type="checkbox"/> does   | <input type="checkbox"/> pretty  | <input type="checkbox"/> always  |
|                                 |                                  | <input type="checkbox"/> almost  |

Please note I am not saying this scope and sequence is the best way or the only way. I am sharing my own son's scope and sequence who has severe reading and spelling challenges to share the knowledge I learned from my training in the hope it will offer some help to others.

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### Useful Links to read -

- [WHY IS A SCOPE AND SEQUENCE CRUCIAL WHEN TEACHING THE ALPHABETIC PRINCIPLE?](#)
  - [LITERACY SCOPE AND SEQUENCE INTERVENTION](#)
  - [WHAT IS A SCOPE AND SEQUENCE?](#)
  - [WHAT DOES STRUCTURED LITERACY LOOK LIKE IN INTERVENTION?](#)
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