K-2 – Instructional sequence – grapheme–phoneme correspondences

Overview

The 'K-2 – Instructional sequence – grapheme–phoneme correspondences' is a suggested sequence for introducing grapheme–phoneme correspondences (GPC) to support the planning of explicit, systematic and cumulative phonics lessons for students in Kindergarten to Year 2. Grapheme–phoneme correspondences are taught in clusters for blending and segmenting practice that supports reading and writing. The suggested clusters are designed to enhance connections between GPCs. This includes within and across clusters for distributed learning over time.

Note: Not all grapheme–phoneme combinations have been included. This sequence is a suggested example that schools may adapt or adopt.

Research[1] recommends that the sequence should:

- move from simple to more complex

- allow for blending of phonemes to read words as soon as possible.

IPA – International Phonetic Alphabet. Symbols from the IPA are included to guide correct pronunciation of phonemes in Standard Australian English. Their inclusion supports teachers. IPA symbols are not to be taught to students.

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[1] Centre for Education Statistics and Evaluation (2017), Effective reading instruction in the early years of school, NSW Department of Education, education.nsw.gov.au

Early Stage 1 grapheme–phoneme correspondences:

- are taught in VC, CVC, CVCC and CCVC words

- begin with simple combinations that build in complexity (for example, it – sit – spit – sits).

Stage 1 grapheme–phoneme correspondences: are revisited in more complex, multisyllabic words (for example, and – sand – stand – stands – standing – understand).

Note: Phoneme mapping, not grapheme mapping, is used throughout the English K-2 Syllabus and this instructional sequence. Each phoneme is represented as a single letter. For example, 'sat' and 'sock' are both represented as CVC.

Supporting notes provide advice related to the initial and extended phonics code (Phonic Knowledge) and their connection to orthographic and morphological understanding (Spelling). They are a guide only and do not provide a complete overview of all possible learning. **Spelling patterns** have been provided and it is likely exceptions will be found.

Two to five correspondences should be taught per week. Regularly monitor students' progress in developing phonics skills to ensure individual learning needs are adequately addressed. This includes frequent revision of previously taught content. Clusters take different times to complete. Introduce less frequently used grapheme representations (alternative spellings) flexibly.

Assessment resources

The following resources support access and analysis of information to inform teaching and learning, and communication with parents and carers about student progress:

- Phonological awareness diagnostic assessment – a short on-demand assessment that tells teachers how students are progressing in phonological awareness. The assessment complements existing strategies used to identify students' progress in foundational literacy skill development.

- Phonics diagnostic assessment – an on-demand assessment tool that clarifies for teachers what students know and can do regarding phonic knowledge. Multiple word lists are provided for each skill set to support pre- and post-assessment.

- Year 1 Phonics Screening Check – a mandatory assessment that tells teachers how students are progressing in phonics.

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Early Stage 1 – Kindergarten

Term 1

Table 1 – Term 1 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
s	/s/ sat	/s/		Model **blending** all-through-the-word for reading and **segmenting** all-through-the-word for spelling.	the, my, I, and, to, can
a	/a/ at	/æ/			
t	/t/ tap	/t/	at, sat	When blending sounds, teach students to listen for approximate pronunciations that can be refined and corrected by matching with a word known from spoken language.	
p	/p/ pat	/p/	sap, pat-s, tap-s, Pat		
i	/i/ it	/ɪ/	it, sit-s, pit, sip-s, Sid, tip-s	Include the GPC in the initial, medial, and final position. *Introduce the morphemic endings -s on base verbs (that require no change when suffixed) to show tense.*‡	
n	/n/ net	/n/	an, in, nip-s, pan,	Teach 'n' and 'm' separately due to auditory and	see, mum, go, a,

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
			pin, tin, nap-s, ant(s)	visual similarities. *Introduce* **plurals** *by adding the morphemic ending (-s) to base* **nouns** *(that require no change when suffixed).*	love, you, carer
d	/d/ dog	/d/	dad, sad, din, dip(s), did, and		
m	/m/ map	/m/	am, man, mat(s), map(s), Sam, Tim, mad		
g	/g/ gas	/g/	nag-s, sag-s, tag-s, pig(s), dig-s, gas, gig	*Base words ending in a* **voiced phoneme** *have plural and tense marking suffixes that are voiced /z/. Voiced phonemes produce a vibration in your vocal cords. Voiced phonemes that are followed by -s as /z/ include: 'b', 'd', 'g', 'j', 'l', 'm', 'n', 'ng', 'r', 'v', 'w' and 'y'.* *Voiced plural and tense marking suffixes are coded as s.*	they, like, she, is, he, for
o	/o/ on	/ɒ/	on, got, not, pop-s, pot(s), dog(s), top(s), mop(s)		
c	/k/ cat	/k/	cat(s), cap(s), cot(s), cod		
k	/k/ kid	/k/	kit(s), kid(s), Kim, Ken	Introduce **digraphs** as a two-letter grapheme that represents one phoneme.	with, saw, that, we, look, has

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
ck	/k/ sock	/k/	sack(s), sock(s), sick, pack-s, pick-s, peck-s, tick-s, tock-s, kick-s	The **consonant digraph** 'ck' is usually found at the end of single-syllable words that have a short medial vowel.	
Consolidate					

Term 2

Table 2 – Term 2 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
e	/e/ get	/e/	men, ten, pen(s), met, net(s), get-s, peg(s̲), neck(s), step-s, send-s̲	Model **blending** and **segmenting** through-the-word for consonant blends when they can produce appropriate words. For example: CCVC (trip, truck) and CVCC (rust). Focus on beginning blends before final consonant blends.	are, all, this, her, come, his
u	/u/ up	/ʌ /	up, mum, mug(s̲), sun, cup(s), mud, tuck-s, duck(s), muck		

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
r	/r/ red	/r/	run-s, ran, rat(s), ram(s), red, rip-s, rug(s), rot-s, frog(s), truck(s), trick-s, rust-s, grin-s		
h	/h/ hen	/h/	had, him, hen(s), hop-s, hot, hit-s, hat(s), hum-s, hump(s), help-s, hint-s, ham(s), hotdog(s)	This is an **unvoiced phoneme**. Unvoiced phonemes do not make a vibration in your vocal cords. When letter names are taught, point out that the name for the letter 'h' is pronounced 'aitch' – not 'haitch'.	when, was, no, day, said, play
b	/b/ bat	/b/	but, big, bit, bug(s), bag(s), bat(s), bad, bed(s), bun(s), back, bus	N/A	
f/ff	/f/ fan	/f/	fun, fan(s), fin(s), fit, fat, fog, fig(s), if, puff-s, huff-s, cuff(s),	The **consonant digraph** 'ff' is usually found at the end of single-syllable words that have a short medial vowel.	there, so, be, out, what

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
			off, gruff, stuff		
l/ll	/l/ leg	/l/	lap, let, lot, lit, leg(<u>s</u>), lump(s), lost, limp-s, lamp(s), lip(s), list(s), slip-s, bell(<u>s</u>), fill-<u>s</u>, tell-<u>s</u>, dull, drill(<u>s</u>), still, fluff-s	The **consonant digraph** 'll' is usually found at the end of single-syllable words that have a short medial vowel.	
ss	/s/ mess	/s/	mess, less, hiss, toss, boss, kiss, cross, dress, floss, miss, glass	The **consonant digraph** 'ss' is usually found at the end of single-syllable words that have a short medial vowel.	
z/zz	/z/ zip	/z/	zip(s), zap-s, buzz, fizz, zigzag	The **consonant digraph** 'zz' is usually found at the end of single-syllable words that have a short medial vowel.	
Consolidate					
sh	/sh/ shop	/ʃ/	ship(s), shop(s), shed(<u>s</u>), shell(<u>s</u>),	These are **consonant digraphs**. Compare with previously taught double-letter consonant	little, as, me, do, very

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
			shock-s, fish, wish, cash, hush, mash, rush, flush, crash, trash, brush	digraphs.	
ch	/ch/ chip	/tʃ/	chip(s), chop-s, chug-s, much, such, rich, chick(s), check-s, chill-s, chess, lunch	*When -ch is in the final position of a base **noun**, the plural suffix -es is added.*[‡]	
th	/th/ this	/ð/	this, them, then, that	This is a **voiced phoneme**.	one, down, going, I'm, family
th	/th/ thin	/θ/	thin, thick, think, moth(s), cloth, maths	This is an **unvoiced phoneme**. Compare with the voiced /th/. Comparison with the unvoiced /f/ can also support phoneme differentiation.	
ng	/ng/ sing	/ŋ/	song(s), king(s), thing(s), thong(s), sing-sings-singing, ring-rings-ringing, bring-brings-bringing	*Introduce the morphemic ending -ing on base **verbs** (that require no change when suffixed) to show tense.*[‡]	

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
y	/y/ yes	/j/	yes, yet, yap, yum, yell-yell<u>s</u>-yelling-yelled	*Introduce the morphemic ending -ed on base* **verbs** *(that require no change when suffixed) to show tense.*‡ *The suffix -ed represents 3 phonemes /d/, /əd/ and /t/. Highlight the difference as appropriate.*	
y	/igh/ my	/aɪ/	my, try, cry, shy, sly, by	The **single-letter graphemes** 'i' and 'y' and the phonemes they represent have close links. The single-letter grapheme 'y' sometimes represents a vowel phoneme.	it's, were, put, park
j	/j/ jam	/dʒ/	jam, jet(s), jog, jump-jumps-jumping-jumped, just, junk, jug(<u>s</u>), job	N/A	
Consolidate					

Term 3

Table 3 – Term 3 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
v	/v/ van	/v/	van(<u>s</u>), vet(s), vest(s), vat(s)	When words have a short medial vowel and end with the /v/ phoneme, the digraph 've' is used.	here, didn't, your, want, baby
ve	/v/ van	/v/	have, give(<u>s</u>)		
w	/w/ wig	/w/	win, web(<u>s</u>), wig(<u>s</u>), went, will, twin, cobweb(<u>s</u>)	This is a **voiced phoneme**. *Introduce* **compound words** *comprising taught graphemes.*	
wh	/w/ wig	/ʍ/	when, whip(s), whiff, why, which, whack-whacks-whacking-whacked	This is a **voiced phoneme**.	
x	/k+s/ mix	/x/	six, mix-mixe<u>s</u>-mixing-mixed, fix-fix(e<u>s</u>)-fixing-fixed, box(e<u>s</u>), fox(e<u>s</u>),	This is a **blend** of 2 phonemes using /k/ and /s/ to make the grapheme 'x'. *Introduce* **plurals** *and the morphemic ending -es on base* **nouns** *that end in 's/ss', 'z/zz', 'ch', 'sh'*	now, into, after, because, sister, brother

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
			wax(e<u>s</u>)	*or 'x'.1 This suffix is pronounced as the syllable /əz/.* The -es suffix is also added to base **verbs** to show tense.‡	
q/qu	/k+w/ quit	/k/+/w/	quit, quick, quiz, quack-quacks-quacking-quacked, quilt(s)	This is a **blend** of 2 phonemes using /k/ and /w/ to make the grapheme 'qu'.	
i_e	/igh/ my	/aɪ/	hide, slide, ride, bike(s), like, white, five, dive, drive, hive(<u>s</u>), bedtime, sunshine	These are **split digraphs** that make a **long vowel** sound. **Split digraph** patterns can be introduced by initially providing a known CVC words and then contrasting its corresponding CVCe, for example, mat and mate.^	birthday, Mrs, Mr, Miss, Ms
a_e	/ay/ say	/eɪ/	name(<u>s</u>), mate(s), tape, take, safe, came, game(<u>s</u>), flame(<u>s</u>)		

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
Consolidate					
o_e	/o/ pose	/əʊ/	rode, code, cone(s), home(s), hose, poke, rope(s), woke, those, hope, stove, role/roll	These are **split digraphs**. Compare to previously taught examples. *Introduce **homophones** comprising taught graphemes.*	about, their, asked, friend
e_e	/ee/ me	/i:/	these, eve, Pete		
u_e	/oo/ ute	/u:/	huge, cute, cube(s), tube(s), mute, June, rude, flute(s)	Notice there is a subtle difference between the words 'huge' and 'June'. The split digraph is the same, however in the word 'June' you can hear an extra phoneme /j/ (as in 'yes') before the /u:/. This slight pronunciation variation does not need to be a major emphasis for learning.	
oi	/oy/ boy	/ɔɪ/	coin(s), join-joins-joining-joined, soil, boil-boils-boiling-boiled, spoil	These **vowel digraphs** are called **diphthongs** which are considered a single phoneme that glides from one vowel to another. The position of the mouth changes while saying these phonemes.^	too, any, can't
oy	/oy/ boy	/ɔɪ/	boy(s), soy, coy,		

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
			toy(s̲)	The diphthong 'oy' usually appears at the end of words.	
Consolidate					

Term 4

Table 4 – Term 4 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
ou	/ow/ cow	/aʊ/	sound(s̲), south, shout-shouts-shouting-shouted	These are **diphthongs**. Compare to previously taught examples, such as 'oi/oy'. When the grapheme 'w' follows a vowel, it becomes part of a **vowel digraph**.	been, girl, each, aunt, uncle
ow	/ow/ cow	/aʊ/	now, cow(s̲), how, clown(s̲), howl-howls̲-howling-howled, frown-frowns̲-frowning-frowned, crown(s̲), cowboy(s̲)		

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
oa	/ow/ own	/əʊ/	coat(s), goat(s), boat(s), float-floats-floating-floated, coach, road/rode	These are **vowel digraphs** that make a **long vowel** sound. Compare to **split digraphs** which also represent long vowel phonemes.	eyes, fast, I've, really, school
ow	/ow/ own	/əʊ/	show, grow, snow, flow, blow-blow<u>s</u>-blowing, glow-glow<u>s</u>-glowing-glowed		
ai	/ay/ say	/eɪ/	rain-rain<u>s</u>-raining-rained, train(<u>s</u>), stain(<u>s</u>), grain, snail(<u>s</u>), rainbow(<u>s</u>), mailbox, tail/tale	This is a **diphthong**. Compare to previously taught **split digraph** 'a_e'.	right, please, these, morning
ay	/ay/ say	/eɪ/	way, day(<u>s</u>), may, tray(<u>s</u>), play-play<u>s</u>-playing-played, daytime, runway	The 'ay' grapheme is often used to represent this **diphthong** at the end of words.	

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
Consolidate					
ee	/ee/ me	/i:/	tree, three, creep-creeps-creeping, queen, bee, meet, week, weekend	These are **vowel digraphs** that make a **long vowel** sound. Compare to previously taught examples including /ow/ as 'oa' and /ay/ as 'ai'.	they, night, where, should, we're, of
ea	/ee/ me	/i:/	pea, cheap, beach, sneak-sneaks-sneaking, seaside, flea/flee, sea/see, meat/meet		
e	/ee/ me	/i:/	me, he, she, be/bee	The **single-letter grapheme** 'e' often makes a long vowel sound when positioned at the end of a syllable.	
oo	/oo/ soon	/u:/	zoo, soon, room(<u>s</u>), food, moon, tooth, toothbrush(e<u>s</u>)	These are **diphthongs**. Compare to previous examples, including /oy/ as 'oi/oy' and /ow/ as 'ou/ow'.	would, car, most, some

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers	Sample high frequency words
ew	/oo/ soon	/u:/	new, grew, drew, stew	The digraph 'oo' is usually positioned in the middle of words while 'ew' usually appears at the end of words.	
Consolidate					

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‡ Teach **morphemic endings** for the reading of words. Students can experiment with writing the **plural-marking suffix** (-es) to base nouns that require no change when suffixed, as well as tense-marking suffixes (-s, -es, -ing and -ed) to familiar base verbs.
^ Teach **vowel digraphs**, including **diphthongs** and **split digraphs**, for the reading of words. Students can experiment with writing high-frequency words and/or personally significant words with these spelling patterns

Stage 1 – Year 1

Term 1

Review and repeat Early Stage 1 content while introducing new GPCs.

Table 5 – Term 1 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
a_e[*]	/ay/ say	/eɪ/	crate(s), mistake(s), shade-shade<u>s</u>-shaded, behave, drape-drapes-draped, cape(s), milkshake(s)	Review previously taught GPCs and words with CCVC and CVCC patterns. These are **digraphs** and **split digraphs** that represent the phoneme /ay/. Revise these before introducing new GPCs.
ai[*]	/ay/ say	/eɪ/	tail(<u>s</u>), pain, claim, paint(s), paint-paints-painting-painted, rain-rain<u>s</u>-raining-rained, railway(<u>s</u>), mail/male	*Focus on students reading and writing target words with plural and tense-marking suffixes that require no change to the base word.* *Continue to develop an understanding of* **homophones** *and* **compound words**.
ay[*]	/ay/ say	/eɪ/	say, way, stray-stray<u>s</u>-straying-strayed, driveway, runway	The **vowel digraph** 'ay' usually appears at the end of base words.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
a	/ay/ say	/eɪ/	basic, crayon(s), apron(s)	The **single-letter grapheme** 'a' makes a long vowel sound when positioned at the end of a syllable. Compare to /ee/ represented as 'e' at the end of a syllable.
ey#	/ay/ say	/eɪ/	they, grey, prey, hey	These are less frequently used **digraphs** (alternative spellings) to represent the phoneme /ay/.
ea#	/ay/ say	/eɪ/	great, break-breaks-breaking, steak	
Consolidate				
e_e*	/ee/ me	/i:/	theme, compete, concrete, complete	Compare the **split digraph** and **vowel digraph** patterns for /ee/ with previously learnt GPCs for /ay/. Introduce **blending** and **segmenting** through-the-word for CCVCC (trust), CCCVC (street) and CCCVCC (scrunch) words when possible.
ea*	/ee/ me	/i:/	teach(es), clean-cleans-cleaning-cleaned, dream-dreams-dreaming, mean, stream(s), squeal-squeals-squealing-squealed	
ee*	/ee/ me	/i:/	street(s), three, fifteen, sixteen	
e*	/ee/ me	/i:/	me, even, maybe, between, be/bee	The **single-letter grapheme** 'e' often makes a long vowel sound when positioned at the end of a syllable.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
ey	/ee/ me	/iː/	key, donkey(s̲), chimney, monkey(s̲)	N/A
y	/ee/ me	/iː/	silly, angry, hungry, fifty, jellyfish, baby (babies̲), cherry (cherries̲), pony (ponies̲)	*Model adding **plural** endings where there is a change to the base word. Teach that when **plural nouns** end in '-y' with a consonant before the 'y', change the 'y' to 'i' and add '-es'.*
Consolidate				
i_e*	/igh/ my	/aɪ/	pile, bite, white, pride, glide-glides̲-glided, invite-invites-invited, bedtime, shrine(s̲), scribe-scribes̲-scribing-scribed	Compare the **split digraph** and **vowel digraph** for /igh/ with previously learnt GPCs for other long vowel sounds, including /ay/ and /ee/.
ie	/igh/ my	/aɪ/	pie(s̲), tie(s̲), lie(s̲), magpie(s̲)	
i	/igh/ my	/aɪ/	child, wild, mild, pilot(s)	
y*	/igh/ my	/aɪ/	my, python(s̲), fly-flies̲-flying, cry-cries̲-crying-cried, try (tries̲), fry-fries̲-frying-fried, rely-relies̲-relying-relied	*Model adding **tense marking suffixes**. When a word ends in '-y', change the 'y' to 'i' before adding '-es' or '-ed'.*
igh	/igh/ my	/aɪ/	high, sigh-sighs̲-sighing-sighed, thigh, light(s), bright, sight, flashlight(s),	Introduce **trigraphs** as a three-letter grapheme that represents one phoneme.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
			highway(<u>s</u>), moonlight	
Consolidate				

Term 2

Table 6 – Term 2 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
o_e[*]	/ow/ no	/əʊ/	hose(<u>s</u>), woke, those, remote, quote, lone, throne(<u>s</u>), broke, globe, slope, drove, drone	Review and compare previously learnt **split digraph** and **vowel digraphs** patterns that represent the other long vowel sounds, including /ay/, /ee/ and /igh/.
oa[*]	/ow/ no	/əʊ/	soap, road(<u>s</u>), throat, gloat, toast, groan-groan<u>s</u>-groaning-groaned, foam, coast, coach(e<u>s</u>), cloak, float	*Revise **tense marking suffixes**.*
ow[*]	/ow/ no	/əʊ/	slow, below, blow-blow<u>s</u>-blowing, window(<u>s</u>), shadow(<u>s</u>), glow-glow<u>s</u>-glowing-glowed, snowman, rainbow(<u>s</u>), toe/tow	
o	/ow/ no	/əʊ/	go, so, post(s), both, host, potato(e<u>s</u>),	The **single-letter grapheme** 'o' often makes a long vowel sound when positioned at the end of

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
			locate	a syllable. Compare to representations of /ay/ as 'a' and /ee/ represented as 'e'.
oe	/ow/ no	/əʊ/	toe(s), foe, doe, tiptoe-tiptoes-tiptoed	N/A
Consolidate				
ar	/ar/ farm	/ɑ:/	arm(s), car(s), dark, party (parties), charm, park(s), smart, start, target(s), yard(s), card(s), shark(s)	This is an **r-controlled vowel**. An r-controlled vowel is a vowel immediately followed by the letter 'r' that can no longer be pronounced as a long or short vowel.
a#	/ar/ farm	/ɑ:/	bath, grass, fast, glass(es)	This is a less frequently used **single-letter grapheme** (alternative spelling) to represent the phoneme /ar/.
or	/or/ fork	/ɔ:/	or, cork(s), sort, short, record-records-recording-recorded, story (stories), fork(s), storm(s), popcorn	These are **r-controlled vowels**. Compare to previously learnt GPC 'ar'. *Revise **tense marking suffixes**. When a word ends in 'e' add '-d' with no change to base word, or drop the 'e' and add '-ing'.*
ore	/or/ fork	/ɔ:/	more, before, ignore-ignores-ignoring-ignored, seashore, store-stores-storing-stored, explore-explores-exploring-explored	

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
oor#	/o/ fork	/ɔː/	poor, floor(s), doorbell	These are less frequently used graphemes (alternative spelling) to represent the phoneme /or/. Compare 'aw' grapheme with other vowels that are paired with a 'w', such as /ow/ as 'ow'.
aw#	/or/ fork	/ɔː/	jaw(s), crawl-crawls-crawling-crawled, prawn(s), straw(s), draw-draws-drawing, spawn, sprawl-sprawls-sprawling-sprawled	
Consolidate				
u_e*	/oo/ soon	/uː/	costume(s), nude, flute(s), cute, dune(s), prune(s), crude, duke(s)	This phoneme is often referred to as the long /oo/. It is a **diphthong**. Compare to previous examples, such as /oy/ as 'oi/oy' and /ow/ as 'ou/ow'. These diphthongs are often referred to as the long /oo/.
ue	/oo/ soon	/uː/	true, glue, value, argue-argues-arguing-argued, Tuesday, blue	
oo*	/oo/ soon	/uː/	spoon(s), soon, scoop, shoot, zoom, smooth, cartoon(s), mushroom(s), teaspoon(s), too/to/two	
ew*	/oo/ soon	/uː/	chew-chews-chewing-chewed, grew, threw, crew(s), chews/choose, blew/blue, screw	
ough#	/oo/ soon	/uː/	through/threw	These are less frequently used **graphemes**

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
oe#	/oo/ soon	/uː/	shoe(s), canoe(s)	(alternative spellings) to represent the phoneme /oo/. Introduce **quadgraphs** as a four-letter grapheme that represents one phoneme.
Consolidate				
ou*	/ow/ cow	/aʊ/	out, shout-shouts-shouting-shouted, mouse, house(s), about, outside, sprout-sprouts-sprouting-sprouted	These are **diphthongs**. Related diphthongs for continued review include /oo/ as 'ue/oo/ew' and /oy/ as 'oy/oi'.
ow*	/ow/ cow	/aʊ/	how, down, allow, brown, clown(s), towel(s), growl-growls-growling-growled	
ea#	/e/ get	/e/	lead, bread, ready, spread-spreads-spreading	This is a less frequently used **digraph** (alternative spelling) to represent the phoneme /e/.

Term 3

Year 1 teachers administer the [Year 1 Phonics Screening Check](#) to all Year 1 students during the assessment window commencing Term 3, Week 4. For more information, explore the following resources:

- [Resources webpage](#) – for administering the assessment

- [Checklist](#) – administration checklist to help teachers track and complete key actions

- [Request form](#) – support material for students with vision impairment

- [Professional learning](#) – Implementing the Year 1 Phonics Screening Check.

Table 7 – Term 3 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
oy[*]	/oy/ toy	/ɔɪ/	joy(s), enjoy-enjoys-enjoying-enjoyed, boy(s), toy(s) soy, coy	The **vowel digraph** 'oy' usually appears at the end of words.
oi[*]	/oy/ toy	/ɔɪ/	coin(s), join-joins-joining-joined, moist, point-points-pointing-pointed, toilet(s), poison, noise/noisy	The **vowel digraph** 'oi' usually appears inside words. Revise and continue to explicitly teach **blending** and **segmenting** through-the-word for CCCVC (scrap) and CCCVCC (scrunch) words as they arise. *Introduce that some **nouns** can be made into*

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
				adjectives by adding the suffix '-y'. When the noun ends in 'e', drop the 'e' and add '-y'.
er	/er/ her	/ɜ:/	her, term(s̲), germ(s̲), over, fern(s̲), verb(s̲), tiger(s̲), perch, mermaid(s̲), perfume(s̲), pert, learn-learns̲-learning	These are **r-controlled vowels**. Compare with previously taught r-controlled vowels, including /ar/ as 'ar' and /or/ as 'or/ore'.
ir	/er/ her	/ɜ:/	stir, girl(s̲), first, dirty, thirteen, bird(s̲), third, skirt(s), first, squirt-squirts-squirting-squirted	
ur	/er/ her	/ɜ:/	fur, turn, burn-burns̲-burning, church(es̲), suburb(s̲), return	
or#	/er/ her	/ɜ:/	word(s̲), worst, world, worth(y), worm(s̲)	These are less frequently used **graphemes** (alternative spellings) to represent the phoneme /er/.
ear#	/er/ her	/ɜ:/	earth, learn-learns̲-learning-learned, search-searches̲-searching-searched, research-researches̲-researching-researched	N/A
Consolidate				

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
u	/oo/ look	/ʊ/	put(s), pull-pull<u>s</u>-pulling-pulled, bullet(s), full, push-pushe<u>s</u>-pushing-pushed, bull(<u>s</u>), octopus, bullfrog(<u>s</u>)	This **diphthong** is often referred to as the short /oo/ sound. The short /oo/ sound is usually found in the middle of a base word.
oo	/oo/ look	/ʊ/	book(s), good, took, shook, stood, chook, wool, wood, cookbook, football, bookcase, lookout	
oul	/oo/ look	/ʊ/	should, could, would/wood	
er	/er/ sister	/ə/	sister(<u>s</u>), help(er), teach(er), learn(er), danger	These make a **schwa** sound. A schwa is a vowel sound in an unstressed/unaccented syllable, where a vowel does not make its long or short vowel sound. It usually sounds like the short /u/ sound but is shorter, softer and weaker.
ar	/ar/ dollar	/ə/	solar, polar, popular, orchard(<u>s</u>)	
or	/or/ actor	/ə/	doctor(<u>s</u>), visitor(<u>s</u>), sailor(<u>s</u>)	*Add suffix '-er' to the end of a **verb** to change it to a **noun** that names a person or thing doing something.*
Consolidate				

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
j*	/j/ jab	/dʒ/	joy, joyful, jab-jab<u>s</u>-jabbing-jabbed, jog-jog<u>s</u>-jogging-jogged, jam-jam<u>s</u>-jamming-jammed	*Revise **tense marking suffixes.** For single-syllable words with single short vowels, the final consonant is doubled before adding '-ed' or '-ing'.*
g	/j/ jab	/dʒ/	ginger, allergy (allergie<u>s</u>), gentle	This is a **soft g**. When the grapheme 'g' is followed by 'e', 'i', or 'y', it usually makes the /j/ sound.
ge	/j/ jab	/dʒ/	cage(<u>s</u>), page(<u>s</u>), hinge(<u>s</u>), barge-barge<u>s</u>-barging-barged, large(ly), gorge-gorge<u>s</u>-gorging-gorged, plunge(<u>s</u>), damage-damage<u>s</u>-damaging-damaged	The **digraph** 'ge' is often used at the end of words that do not have a short vowel.
dge	/j/ jab	/dʒ/	bridge(<u>s</u>), fridge(<u>s</u>), grudge, knowledge	The **trigraph** 'dge' is often used at the end of a syllable or base word after a short vowel that is represented with one vowel letter.
tch	/ch/ char	/t ʃ/	switch(e<u>s</u>), butcher(<u>s</u>), catch(er/e<u>s</u>), scratch(er/e<u>s</u>), sketch(er/es), watch(er/e<u>s</u>)	The trigraph 'tch' is often used at the end of a syllable or base word after a short vowel that is represented with one vowel letter.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers

| Consolidate | | | | |

Term 4

Table 8 – Term 4 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
air	/air/ air	/eə/	pair, dairy, chair, repair-repair<u>s</u>-repairing-repaired, haircut, airport, fair(ly), unfair(ly)	These are **r-controlled vowels**. Compare with previously taught GPCs for /ar/, /or/ and /er/. *Introduce **adverbs**. When an adjective ends in a consonant, add '-ly' to create an adverb.*
are	/air/ air	/eə/	care-care<u>s</u>-caring-cared, stare-stare<u>s</u>-staring-stared, aware, square, prepare-prepare<u>s</u>-preparing-prepared, rare(ly), bare(ly)	
ear	/air/ air	/eə/	bear, tear, wear-wear<u>s</u>-wearing, swear	
ough#	/or/ for	/ɔ:/	fought, brought, thought	These are less frequently used **quadgraphs** and **digraphs** (alternative spellings) to represent the phoneme /or/. *Introduce **comparative** and **superlative***
ar#	/or/ for	/ɔ:/	warm/warmer/warmest, warm(ly), award(<u>s</u>), reward(<u>s</u>), warn-warn<u>s</u>-warning-warned, toward	

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
al#	/or/ for	/ɔː/	walk(er), talk, chalk, stalk(er)	*suffixes '-er' and '-est'.*
Consolidate				
kn	/n/ in	/n/	know, knife, knee(s), kneel, knowing(ly)	The **consonant digraph** 'kn' usually appears at the beginning of base words. The digraph 'kn' does not appear at the end of words in Standard Australian English.
gn	/n/ in	/n/	gnome(s), gnaw-gnaws-gnawing-gnawed, gnarl-gnarls-gnarling-gnarled, sign-signs-signing-signed, design-designs-designing-designed	N/A
sh*	/sh/ shop	/ʃ/	brush-brushes-brushing-brushed, sharp(ly), short(ly), shift-shifts-shifting-shifted	For quick review prior to new learning.
ch	/sh/ shop	/ʃ/	chef(s), machine(s), parachute(s)	*Words with the /sh/ phoneme represented by the **consonant digraph** 'ch' are usually French in origin.*
ear	/ear/ dear	/ɪə/	fear, shear, appear-appears-appearing-appeared, year(ly), near(ly),	These are **r-controlled vowels**. Compare with

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
			dear(ly)	previously taught GPCs for /air/.
eer	/ear/ dear	/ɪə/	deer(s), peer-peers-peering-peered, cheer-cheers-cheering-cheered, steer-steers-steering-steered	
Consolidate				

Stage 1 – Year 2

Term 1

Review and repeat Stage 1 content while introducing new GPCs.

Table 9 – Term 1 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
-tt- -bb- **-dd- -pp-** **-mm- -gg-**	/t/ /b/ /d/ /p/ /m/ /g/		butter, rabbit, rubber, mummy (mummie<u>s</u>), ladder, daddy (daddie<u>s</u>), pepper, butterfly (butterflie<u>s</u>), happy/happier/happiest, baggy/baggier/baggiest, newsletter(<u>s</u>), fog/foggy	Medial consonant doubles in multisyllabic words – if there is one medial consonant sound after a short vowel in a two-syllable word, the medial consonant is doubled. *Revise that some **nouns** can be made into **adjectives**. For words ending in CVC+'y', double the consonant before adding '-y'.*
u[*]	/u/ up	/ʌ/	crunch-crunche<u>s</u>-crunching-crunched, under, butter, bucket(s), grump/grumpy, run/runny, fun/funny, luck/lucky, brush-brushe<u>s</u>-brushing-brushed	For quick review prior to new learning. *Revise that some **nouns** can be made into **adjectives**. For words that end with CC or VVC, no change to the base word is needed before adding suffix '-y'.*
o	/u/ up	/ʌ/	come, love-love<u>s</u>-loving-loved,	N/A

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
			month(s), honey, brother(s), oven(s), glove(s), love(ly), some/sum	
ou#	/u/ up	/ʌ/	young/younger/youngest, double, cousin(s), tough/tougher/toughest, country (countries), rough(ly), rough/rougher/roughest	These are less frequently used **vowel digraphs** (alternative spellings) to represent the phoneme /u/. *Revise **comparative** and **superlative suffixes** '-er' and '-est'.*
oo#	/u/ up	/ʌ/	flood-floods-flooding-flooded, blood(y)	
Consolidate				
o*	/o/ hot	/ɒ/	gone, frost(y), along, froth(y), across, belong	For quick review prior to new learning.
a	/o/ hot	/ɒ/	was, what, want, watch(es), wand(s), squash(es), swab, wash-washes-washing-washed, wander-wanders-wandering-wandered, swamp(y), swan(s)	When the **single-letter grapheme** 'w' is followed by an 'a', it is usually pronounced /o/.
au#	/o/ hot	/ɒ/	sausage(s), auction(s), cauliflower(s)	This is a less frequently used **vowel digraph** (alternative spelling) to represent the phoneme /o/.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
le	schwa + /l/	/ə/+/l/	bottle(<u>s</u>), apple(<u>s</u>), squabble, ripple, riddle, middle, scribble (scribbly), muddle, snuggle(<u>s</u>), straddle, saddle, puddle(<u>s</u>), little, settle, miracle(<u>s</u>), freckle (freckly), knuckle(<u>s</u>), tickle (tickly), crackle (crackly), buckle, sparkle (sparkly), double, title, table, idle, turtle, noble (nobly), bugle, shingle	These digraphs represent the **schwa** sound in **l-influenced words**. This phoneme also known as an **unaccented final syllable**. The 'le' digraph usually follows a VCC+'le' or VC+'le' pattern and often appears at the end of base words. The **digraphs** 'le' and 'el' are the most common representations of this phoneme.
e+l/el	schwa + /l/	/ə/+/l/	label(<u>s</u>), kennel(<u>s</u>), novel(<u>s</u>), travel, tunnel(<u>s</u>), camel(<u>s</u>), flannel, channel	*Revise **nouns** that can be made into **adjectives** Introduce dropping the final 'e' before adding suffix '-ly'.*
a+l/al	schwa + /l/	/ə/+/l/	local, equal, animal(<u>s</u>), mammal, pedal	
i+l/il[#]	schwa + /l/	/ə/+/l/	pencil(<u>s</u>), fossil(<u>s</u>), until, peril	The **digraph** 'il' is the least common representation of this phoneme.
kn[*]	/n/ in	/n/	know, knife (knive<u>s</u>), knee(<u>s</u>), knack, knot(s), knob(<u>s</u>), knit-knits-knitting-knitted, knee(<u>s</u>), knight(s), knead/need	The **consonant digraph** 'kn' usually appears at the beginning of words. *Revise **plural** endings where there is a change to the base word. Introduce that for **nouns** ending in 'f' or 'fe', drop the 'f' and add '-ves'.*

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
gn*	/n/ in	/n/	gnome(s̲), sign-signs̲-signing-signed, design, gnaw-gnaws̲-gnawing-gnawed	N/A
Consolidate				

Term 2

Table 10 – Term 2 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
me	/m/ mit	/m/	welcome-welcomes̲-welcoming-welcomed, become, some	These **digraphs** 'me', 'mb' and 'mn' represent the phoneme /m/ and usually appear at the end of a base word. The **consonant digraphs** 'mb' and 'mn' are less frequently used representations (alternative spellings) to represent the phoneme /m/.
mb#	/m/ mit	/m/	lamb(s̲), bomb(s̲), thumb(s̲), climb-climbs̲-climbing-climbed, climb(er), numb	The grapheme 'mb' only says /b/ at the end of a root/base word.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
mn#	/m/ mit	/m/	column(s), autumn	
j*	/j/ jab	/dʒ/	joy(ful), jab(s), jog-jog(s)-jogging-jogged	For quick review prior to new learning.
dj	/j/ jab	/dʒ/	adjust-adjusts-adjusting-adjusted, adjoin-adjoins-adjoining-adjoined, budget	N/A
gi	/j/ jab	/dʒ/	religion(s), giraffe(s)	This is a **soft g**. Review that when the grapheme 'g' is followed by the letters 'e', 'i', or 'y', the soft g - /j/ sound is made.
Consolidate				
f/ff*	/f/ fan	/f/	cliff(s), puff(s), half-halves, calf-calves, knife-knives, leaf-leaves, elf-elves	Quick review of graphemes 'f/ff'. *Revise **plural** endings where there is a change to the base word. Teach that when a word ends in 'f', change the 'f' to a 'v' and add '-es'.*
gh	/f/ fin	/f/	laugh-laughs-laughing-laughed, cough-coughs-coughing-coughed, enough, trough(s)	The **consonant digraph** 'gh' usually appears at the end of base words.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
ph	/f/ fin	/f/	photo(<u>s</u>), graph(s), elephant(s), geography	*Words with the /f/ phoneme represented by the* ***consonant digraph*** *'ph' are usually Greek in origin.*
g[*]	/g/ gut	/g/	gland(<u>s</u>), grape(s), magnet(s), pentagon(<u>s</u>)	This is a **hard g.** When the grapheme 'g' is followed by any letter other than 'e', 'i', or 'y', the hard g - /g/ sound is made.
gu	/g/ gut	/g/	guard-guard<u>s</u>-guarding-guarded, guest(s), guitar(<u>s</u>)	N/A
gh	/g/ gut	/g/	ghost, ghastly, yoghurt, Ghana, spaghetti	To make a **hard g**, the 'gh' **consonant digraph** must be followed by a vowel.
gue[#]	/g/ gut	/g/	rogue, plague, catalogue(<u>s</u>), league vague(ly)	*Words with the /g/ phoneme represented by the* ***trigraph*** *'gue' are usually French in origin.*
ch[*]	/ch/ chair	/t ʃ/	chain(<u>s</u>), children, church(e<u>s</u>), spinach	For quick review prior to new learning.
tch[*]	/ch/ chair	/t ʃ/	stretch, scratch, twitch-twitche<u>s</u>-twitching-twitched, snatch-snatche<u>s</u>-snatching-snatched, glitch, crutch(e<u>s</u>)	The **trigraph** 'tch' is often used at the end of a syllable or base word after a short vowel that is represented with one vowel letter.
c	/ch/ chair	/t ʃ/	cello, cellist, da Vinci	Words with the /ch/ phoneme represented by

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
				the **grapheme** 'c' are usually Italian in origin.
t	/ch/ chair	/t ʃ/	nature, picture(s̲), creature(s̲)	N/A
Consolidate				

Term 3

Table 11 – Term 3 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
k[*]	/k/ kid	/k/	kite(s), chalk, donkey(s̲), sprinkle, took, shook	For quick review prior to new learning. *Introduce adding **prefixes** (for example un-, re-, dis-) when suitable words can be made.*
c[*]	/k/ kid	/k/	clamp-clamps-clamping-clamped, actor(s̲), scraper	
ck[*]	/k/ kid	/k/	pocket(s), cricket, hockey, chicken(s̲)	
que	/k/ kid	/k/	plaque, antique, cheque(s), grotesque	*Words with the /k/ phoneme represented by the **trigraph** 'que' are usually French in origin.*
ch	/k/ kid	/k/	echo(es̲), chemist, chorus, school(s̲), character(s̲), chameleon(s̲)	*Words with the /k/ phoneme represented by the **consonant digraph** 'ch' are usually Greek in*

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
				origin.
s	/sh/ shop	/ʃ/	(un)sure, sugar, peninsular	This is an **unvoiced phoneme**.
ss	/sh/ shop	/ʃ/	mission(s), tissue(s), Russia, princess(es)	
ce	/sh/ shop	/ʃ/	ocean(s)	
Consolidate				
eigh#	/ay/ say	/eɪ/	eight, eighteen, sleigh(s), weigh-weighs-weighing-weighed	Revise **quadgraphs** as a four-letter grapheme that represents one phoneme.
aigh#	/ay/ say	/eɪ/	straight-straighten-straightens-straightening-straightened	These are less frequently used quadgraphs (alternative spellings) to represent the phoneme /ay/.
ti	/sh/ shop	/ʃ/	station(s), question(s), information, (re)creation	When the 'ti', 'si' and 'ci' **consonant digraphs** are followed by a vowel, they usually make the /sh/ **unvoiced phoneme**.
si	/sh/ shop	/ʃ/	mansion(s), extension, tension, comprehension	*Words with the /sh/ unvoiced phoneme represented by the consonant digraphs 'ti', 'si' and 'ci' are usually Latin in origin.*
ci	/sh/ shop	/ʃ/	social, special, (un)appreciate,	

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
			musician, delicious(ly), ancient	
r*	/r/ run	/r/	(un)strap, story (stories), rubbish, creature(s)	For quick review prior to new learning.
wr	/r/ run	/r/	(re)write, wrong(ly), wrist, wrote, wriggle, wrestle, (un)wrap, wreck-wrecks-wrecking-wrecked, wreath, wring	The **consonant digraphs** 'wr' and 'rh' usually appear at the beginning of words.
rh#	/r/ run	/r/	rhombus(es), rhinoceros(es), rhyme(s), rhubarb	
Consolidate				

Term 4

Table 12 – Term 4 suggested instructional sequence of grapheme–phoneme correspondences

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
s	/sh/ treasure	/ʒ/	(un)usual, treasure(s), (re)measure, casual(ly)	This is a **voiced phoneme**.
si#	/sh/ vision	/ʒ/	(re)vision, division, occasion,	This is a less frequently used **digraph**

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
			excursion, Asia, version(s), Indonesia	(alternative spelling) to represent the **voiced phoneme** /sh/. *Words with the /sh/ **voiced phoneme** represented by the **digraph** 'si' are usually Latin in origin.*
ge#	/sh/ beige	/ʒ/	beige, collage, triage, prestige	This is a less frequently used **digraph** (alternative spelling) to represent the phoneme /sh/. *Words with the /sh/ **voiced phoneme** represented by the **digraph** 'ge' are usually French in origin.*
s*	/s/ sat	/s/	spend, escape-escapes-escaping-escaped, station, responsible (responsibly)	For quick review prior to new learning.
se	/s/ sat	/s/	mouse, geese, worse, horse(s)	N/A
c(+i)/ci#	/s/ sat	/s/+/ɪ/	city (cities), circle(s), circus(es), Pacific, incident, medicine	This is a **soft c**. When the grapheme 'c' is followed by an e, i or y, the soft c /s/ phoneme is usually made. These are less frequently used

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
				digraphs (alternative spellings) to represent the phoneme /s/.
c(+i)/ce#	/s/ sat	/s/	palace(s̲), notice, peace, centre, celery, centimetre(s̲), (dis)service, sentence(s̲)	N/A
Consolidate				
cy#	/s/ sat	/s/+/ɪ/	bicycle, cyclone, agency, fancy, (re)cycle, spice (spicy)	This is a **soft c**. When the grapheme 'c' is followed by an e, i or y, the soft s /s/ phoneme is usually made. This is a less frequently used **digraph** (alternative spelling) to represent the phoneme /s/.
st#	/s/ sat	/s/	castle(s̲), listen-listens̲-listening-listened, Christmas, bustle, glisten-glistens̲-glistening-glistened	This is a less frequently used **digraph** (alternative spelling) to represent the phoneme /s/.
sc#	/s/ sat	/s/	descend-descends̲-descending-descended, fascinate-fascinates-fascinated-fascinating, crescent,	This is a less frequently used **digraph** (alternative spelling) to represent the phoneme /s/. The 'sc' spelling is more likely to be used in

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
			muscle(s) science, scissors	the middle of a word, but not all words follow this generalisation. *Words with the /s/ phoneme represented as the* **consonant digraph** *'sc' are usually Latin in origin.*
ps#	/s/ sat	/s/	psychiatrist, psychic, pseudo, psalm	This is a less frequently used **digraph** (alternative spelling) to represent the phoneme /s/. It usually appears at the beginning of words. *Words with the /s/ phoneme represented as the* **consonant digraph** *'ps' are usually Greek in origin.*
Consolidate				

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* Content that has been repeated.
# Less frequently used graphemes and alternative spellings. Introduce and teach strategically for students who are ready for the extended phonics code.