

# Scope and Sequence Foundation Year (Term One)

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Teaching		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Letter Recognition</b>	*Actions *Story *Wordbank *Songs *Sound Book *Worksheet * Sound Exploration	<b>*Pre-test - Recognition of sounds</b> <b>*Pre-Phonics - Sound Awareness</b> (Breaking down words into sounds; clapping and counting sounds in words; sound games; selecting pictures according to the sequence of sounds)		s	t	i	revision	n	k	h
				a	i	p		c	e	r
				Letter names and sounds should be taught. Learn Songs from Jolly Songs Plasticine work; word banks; sound tables; Sound Book c containing first six sounds is sent home. <b>Informally telling children of all 42 sounds through stories and songs (all frieze pictures should be displayed for those capable children)</b>						
<b>Letter formation</b>	*pencil grip  *plasticine work	Name writing Air writing L-R tracing work		Air writing  Chalkboard/whiteboard writing  Letter formation tracing between lines			Word writing s-a-t a- t	Air writing  Chalkboard/whiteboard writing  Letter formation tracing between lines		
<b>Blending</b>	*games and activities  *Blending sounds to create word by teacher and on own  *word cards	Find the picture. Listen to sounds in sequence and choose correct picture. Listen for a specific sound (initial/middle and end) Bingo Game: listen for specific sounds <b>Focus:</b> <i>break down words into a sequence of sounds.</i> <b>Listen for sounds anywhere in words</b>		Using simple pictures when exploring a particular sound. Say sequence of sounds for children to choose correct picture.  Using the Big Books or the Finger Phonics Books: ask children to find specific pictures by saying the sounds in sequence: find the s – u – n; Find the n-e-s-t; find the g-r-a-ss etc.			<ul style="list-style-type: none"> <li><b>Aural Blending:</b> create simple words using the sounds taught. Combine actions with sounds to create a word for the children to blend eg “ s-a-t, p-i- n, t-a-p”</li> <li><b>Blend Chanting:</b> Teacher: f – i – sh ...fish Teacher and children repeat together Children repeat this on their own.</li> <li><b>Word Blending using symbols</b> as sounds are blended together, write the word on the board for children to read. Write other words for children to practise their blending.</li> </ul>			
<b>Segmenting</b>	*Dictation			<ul style="list-style-type: none"> <li><b>Segmenting Chant (aural)</b> Teacher: hat ...h-a-t...hat Teacher and children repeat together Children repeat this on their own.</li> </ul>			<ul style="list-style-type: none"> <li><b>Segmenting Chant (aural)</b></li> <li><b>Segmenting and Writing</b> Segment simple words of two and three sounds. Children write these sounds to create the words. Eg “pat ...p- a- t ...pat...pat. Write pat ...p-a-t: children write down sounds as the teacher segments the word.</li> </ul>			
<b>Writing</b>	Guided/ Modelled and Independent			*Magic Writing *Independent writing through magic writing Children read their sentence to the class.		*Magic Writing *Modelled/ guided writing. *Guided writing occurs while children are independently writing using their magic writing. Some children at this stage are aware of sounds and can be guided to systematically write a sentence using their sounds.				
<b>Tricky Words</b>		Display Tricky words from first list. Informal introduction through modelled and guided writing.						First list for homework		Lists for homework

# Scope and Sequence Foundation Year (Term Two)

Teaching		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Letter Recognition</b>	*Actions	m	d	g	o	Revision	u	l	f	Revision
	*Story	ai	oa	ie	ee		or	ng	oo/oo	
	*Wordbank	<p><b>Alphabet Sounds</b> Letter names and sounds should be taught. Tell story with action / Learn Songs from Jolly Songs / Plasticine work / word banks /sound tables; Informally telling children of other sounds through stories and songs</p>								
	*Songs									
	*Sound Book									
	*Worksheet	<p><b>Digraphs</b> Tell story with action Learn Songs from Jolly Songs / Plasticine work / word banks /sound tables; Create a word bank using pictures relating to the alternative digraphs. As children say a word place it in the correct picture. Display these. <b>This activity informally teaches the children of the alternative spellings to the digraphs.</b> <b>Sound book containing new sounds is sent home. By week 5 include all sounds for the term.</b></p>								
	* Sound Exploration									
<b>Letter formation</b>	*pencil grip	Air writing / Chalkboard/whiteboard writing / Letter formation tracing between lines. Writing correct sound symbol for given pictures.								
	*plasticine work									
<b>Blending</b>	*games and activities	<ul style="list-style-type: none"> <li>• <b>Aural Blending:</b> create simple words using the sounds taught. Combine actions with sounds to create a word for the children to blend. Allow the children to create a word (segment) for the others to blend. Encourage silent blending and blending words with three or four sounds.</li> </ul>								
	*Blending sounds to create word by teacher and on own	<ul style="list-style-type: none"> <li>• <b>Blend Chanting:</b></li> <li>• <b>Word Blending using symbols</b> As sounds are blended together, write the word on the board for children to read. Write other words for children to practise their blending. Point to sounds on the board for the children to blend to create words.</li> </ul>								
	*word cards	<ul style="list-style-type: none"> <li>• <b>Reading (Mystery Writing sentences)</b> Each day a sentence is written incorporating sounding out words and tricky words for the children to read.</li> <li>• <b>Sounding Out Folder</b> A folder is sent home for the children to practise their blending NOT at the same time as Tricky Word Folders.</li> </ul>								
<b>Segmenting</b>	*Dictation	Teacher slowly reads word emphasising the sounds in sequence. Children write the word. Several children will be capable of simple sentence dictation while others will still only be able to segment and write three sounds.								
<b>Writing</b>		*Modelled Writing through text types. *Guiding the children’s writing as they independently write. Some children will be capable of writing independently. Others will need to be individually guided.								
<b>Tricky Words</b>		*Display new list of tricky words each time a new list is placed in a folder. Send Tricky Word Folders the term.								
<b>Reading</b>	Group Work	*Menu Board Activities: <ol style="list-style-type: none"> <li>1. Guided Reading using PM Levelled Readers</li> <li>2. Synthetic phonics activity (games/dictation/blending)</li> <li>3. Activity related to the levelled book (sentence construction/comprehension – a synthetic phonics approach)</li> </ol>								

# Scope and Sequence Foundation Year (Term Three)

Teaching		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Letter Recognition</b>	*Actions *Story *Wordbank	b j ch	z w sh	q v th/th	y x ou	Revision	oi ue er	ar revision	Revision	Revision
	*Songs *Sound Book *Worksheet * Sound Exploration	<p><b>Alphabet Sounds</b> Letter names and sounds should be taught. Tell story with action / Learn Songs from Jolly Songs / Plasticine work / word banks /sound tables; Informally telling children of other sounds through stories and songs</p> <p><b>Digraphs</b> Tell story with action Learn Songs from Jolly Songs / Plasticine work / word banks /sound tables; Create a word bank using pictures relating to the alternative digraphs. As children say a word place it in the correct picture. Display these. <b>This activity informally teaches the children of the alternative spellings to the digraphs.</b> <b>Add remaining sounds in The Sound Book.</b></p>								
<b>Letter formation</b>	*pencil grip *plasticine work	Air writing / Chalkboard/whiteboard writing / Letter formation tracing between lines. Writing correct sound symbol for given pictures.								
<b>Blending</b>	*games and activities  *Blending sounds to create word by teacher and on own  *word cards	<ul style="list-style-type: none"> <li>• <b>Aural Blending:</b> create words using the sounds taught. Combine actions with sounds to create a word for the children to blend. Allow the children to create a word (segment) for the others to blend. Encourage silent blending and words with more than three sounds.</li> <li>• <b>Blend Chanting</b> (at this stage for those children who are still having difficulty blending)</li> <li>• <b>Word Blending using symbols</b> As sounds are blended together, write the word on the board for children to read. Write other words for children to practise their blending. Point to sounds on the board for the children to blend to create words.</li> <li>• <b>Reading (Mystery Writing sentences)</b> Each day a sentence is written incorporating sounding out words and tricky words for the children to read.</li> <li>• <b>Sounding Out Folder</b> A folder is sent home for the children to practise their blending NOT at the same time as Tricky Word Folders.</li> </ul>								
<b>Segmenting</b>	*Dictation	Teacher reads word. Children segment independently and write word. Most children will be given dictation sentences to write. Some children will be guided to write a simple sentence.								
<b>Writing</b>		*Modelled Writing through text types. *Guiding the children’s writing as they independently write. Some children will be capable of writing independently. Others will need to be individually guided.								
<b>Tricky Words</b>		*Display all the tricky words. Play games with tricky words to encourage instant recall. Send Tricky Word Folders throughout the term								
<b>Reading</b>	Group Work	*Menu Board Activities: <ol style="list-style-type: none"> <li>1. Guided Reading using PM Levelled Readers</li> <li>2. Synthetic phonics activity (games/dictation/blending)</li> <li>3. Activity related to the levelled book (sentence construction/comprehension – a synthetic phonics approach)</li> </ol>								

## Scope and Sequence Foundation Year (Term Four)

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Teaching		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Letter Recognition</b>		<b>Exploration of Vowels Consonant Blends</b>				<b>Revision of digraphs and emphasis on alternative spellings. (Alternative spellings are not assessed)</b>				
		<p>*Focus on consonant blends which are continually misused eg nt, pl, gr,                      *Vowel Box Activity: class activity/group work.                      *Matching digraphs with alternative spellings  <b>Sound Book is continually sent home. Those able children may have alternative spellings to the digraphs added.</b></p>								
<b>Letter formation</b>	*pencil grip *plasticine work	Air writing / Chalkboard/whiteboard writing / Letter formation tracing between lines. Writing correct sound symbol for given pictures.								
<b>Blending</b>	*games and activities  *Blending sounds to create word by teacher and on own  *word cards	<ul style="list-style-type: none"> <li>• <b>Aural Blending:</b> Create words using the sounds taught. Combine actions with sounds to create a word for the children to blend. Allow the children to create a word (segment) for the others to blend. Encourage silent blending and words with more than three sounds.</li> <li>• <b>Blend Chanting</b> (at this stage for those children who are still having difficulty blending)</li> <li>• <b>Word Blending using symbols</b> As sounds are blended together, write the word on the board for children to read. Write other words for children to practise their blending. Point to sounds on the board for the children to blend to create words.</li> <li>• <b>Reading (Mystery Writing sentences)</b> Each day a sentence is written incorporating sounding out words and tricky words for the children to read.</li> <li>• <b>Sounding Out Folder</b> Folder is sent home for the children to practise their blending NOT at the same time as Tricky Word Folders.</li> </ul>								
<b>Segmenting</b>	*Dictation	Teacher reads word. Children segment independently and write word. Most children will be given dictation sentences to write.								
<b>Writing</b>		*Modelled Writing through text types. *Guiding the children's writing as they independently write. Most children will be capable of writing independently. Some will need to be individually guided.								
<b>Tricky Words</b>		Play games with tricky words to encourage instant recall. Send Tricky Word Folders throughout the term								
<b>Reading</b>	Group Work	*Menu Board Activities: 4. Guided Reading using PM Levelled Readers 5. Synthetic phonics activity (games/dictation/blending) 6. Activity related to the levelled book (sentence construction/comprehension – a synthetic phonics approach)								