

Scope and sequence of InitialLit-F/1/2

Phonics

The following grapheme-phoneme correspondences are taught for both reading and spelling.

Foundation	Year 1	Year 2
m, s, t, a	*Review Foundation skills	*Reteach/review Year 1 skills plus ...
p, i, f, r	ai, ay	ch (school)
o, c, d, h	ee, ea (leaf)	ph (phone)
e, n, g, l	oa, ow (snow)	Silent letters k, b, w
k, u, b, j	_y (cry), igh (light)	Consonant + le (candle, bubble, table)
w, ck, ll, ff, ss	ue (glue), ew (grew)	tion (action, station)
sh, qu, ee, z/zz	ar	
ch, v, x, y	or/ore	
wh, th, oo (moon, book), ng, ay	ir, ur, er	Other
CVCC words	split digraph	Compound words (Year 1 and 2)
CCVC words	ow (cow), ou (cloud)	VC/CV syllable pattern (Year 1 and 2)
CVCC, CCVC words	aw, au	V/CV syllable pattern (Year 2)
	_y, _ey (ē)	**Schwa (Year 1 and 2)
	oy, oi	
	eer, ear (hear), ear (bear)	
	air, are (care)	
	soft c, g	
	_dge/_ge	
	_tch	

Note 1: In InitialLit-F, the first 12 lessons are dedicated to phonological awareness. Phonemic awareness activities are embedded within most lessons throughout the program.

***Note 2:** In InitialLit-1, the first 18 lessons revise grapheme-phoneme correspondences from Foundation. In Year 2, the entire Year 1 content is revised and expanded upon with a focus on spelling.

****Note 3:** The unstressed vowel sound, schwa, is addressed in lessons on how to read two-syllable words.

Spelling choices and spelling rules

Foundation	Year 1	Year 2
w, wh	ai/ay/a_e – when to use ai/ay	*Review/reteach of Year 1 concepts plus ...
c, k, ck (choice only)	ee/ea/e_e/_y/_ey	**Suffix rule: drop final 'e', add ing
	oa/ow/o_e – when to use oa/ow	**Suffix rule: doubling + ing
	_y/igh/i_e	When to use 'c' and 'k'
	oo/ue/ew/u_e (oo, ū)	Consonant + le (candle, bubble, table)
	or/ore/au/aw	tion (action, station)
	ir, ur, er	
	ow/ou	
	oi/oy – when to use oi/oy	
	eer/ear	
	air/are	
	FLoSS and ck spelling rule	
	s/soft c	
	j/soft g	
	dge/_ge – when to use dge/_ge	
	ch/tch – when to use ch/tch	

***Note 4:** Much of the Year 2 Spelling content is dedicated to reteaching and expanding upon the spelling choices and rules introduced in Year 1.

****Note 5:** Spelling rules involving suffixes require some knowledge of morphology. Year 2 lessons revise the necessary concepts for each rule.

Morphology/grammar/terminology

Foundation	Year 1	Year 2
Digraph	Phoneme	*Reteach/review Year 1 concepts plus ...
Suffix 's' for plurals	Grapheme	Common and proper nouns
	Trigraph	Pronouns
	Syllable	Noun groups
	Vowel/consonant	Types of adjectives
	What is a sentence?	Prepositions
	Compound word	Conjunctions
	Noun	Types of verbs
	Verb	Verb tense – present, past, irregular past, future
	Adjective	Types of adverbs
	Adverb	Suffixes: -ful, -es (nouns and verbs)
	Homophone	Prefix: re
	Base word and suffix	Contractions
	Suffixes: -s (verb agreement, plural), -ing, -er, -y (adjective), -ly (adverb), -ed (past tense)	
	Contractions	
	Prefix: un	

***Note 6:** Punctuation is primarily referred to in the context of reading fluency and dictation. The exceptions to this include: a focus on capital letters in Foundation and the use of speech marks in the Year 2 Grammar component.

Tricky words

Foundation	Year 1	Year 2
I, the, my, a is	*Revision of a selection of Foundation tricky words plus ...	*Revision of a selection of Year 1 tricky words plus ...
was, you, to, they, that	saw, friend, school, your, again, home	until, February, woman, different
said, are, he, she, me, be, we	who, many, any, love, over, says	caught, something, really, bought
were, has, look, one	mother, brother, father, sister, cousin, family	alright, already, across, lose
his, her, them, there	two, three, four, why, house, because	build, tomorrow, through, surprise
have, of, here, with	before, after, these, work, baby, children	minutes, remember, decided, together
all, call, ball, tall, little	fast, last, I'm, about, ask, our	though, around, favourite, interesting
go, so, no, this, then	kind, find, thought, only, great, their	women, believe
put, as, do, like, very	didn't, can't, don't, shouldn't, wouldn't, couldn't	
what, where, want, some, come	always, animal, open, other, another, water	
down, out, for, or	walk, talk, know, laugh, people, every	
should, would, could		
CVCC, CCVC words		

***Note 7:** In Year 1, a selection of tricky words from Foundation will be revised and taught for spelling. Similarly, the Year 2 Spelling component revises selected tricky words from Year 1. Additional words may need to be revised as necessary.

Comprehension

Foundation	Year 1	Year 2
Listening comprehension, explicit vocabulary instruction and making connections using storybooks	Listening comprehension, explicit vocabulary instruction and making connections using storybooks	Listening comprehension, explicit vocabulary instruction and making connections in Storybook lessons
Reading comprehension using InitialLit decodable readers. Readers include a combination of basic literal and inferential questions to check for understanding	Reading comprehension using InitialLit decodable readers in whole-class lesson and in reading groups. Questions are both literal and inferential to develop understanding of text	Text structure: imaginative, informative and persuasive
	Written responses using the sequencing activities (downloadable) and More to Explore book aligned to the InitialLit Readers (Levels 10-16)*	Comprehension strategy: predicting
		Comprehension strategy: connecting
		Comprehension strategy: visualising
		Comprehension strategy: asking questions
		Comprehension strategy: inferring
		Comprehension strategy: finding the main idea and summarising
		Comprehension strategy: monitoring
		Reading comprehension using the RAD (Read and Discuss) Reading Book in whole-class lesson and small groups

***Note 8:** More to Explore books are not included with the program but are available to purchase from MultiLit.