

Phonics Scope and Sequence-Cracking the Code to Reading and Writing

Grade 3- Term 1 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
New sound	Baseline	Split digraphs <a-e>, <e-e>, <i-e>, <u-e>, <o-e>	Long and short vowels /a/, /ai/, <ay>, <a-e>, <y>	Long and short vowels /e/, /ee/, <ea>, <e-e>, <e> me	Long and short vowels /i/, /ie/, <y> my, <i-e>, <igh>	Long and short vowels /o/, /oa/, <ow>, <o-e>, <o> so	Long and short vowels /u/, /ue/, <ew>, <u-e>	<u>Suffixes</u> -ed (t, d, ed)	Shy /i/ and toughy /y/ /oi/, <oy> /ai/, <ay>	/oo/ long and short	During this week: Revise all content learnt this term. Continue to provide learners with daily blending and segmenting practice. Update record keeping of learners' reading abilities.
Spelling Rule (not all alternative sounds have rules) <u>Helpful hints for blending:</u> If the short vowel doesn't work, try the long one e.g., he, mind, etc.		http://bit.ly/401EIUZ "Magic e" changes the previous vowel sound from its short form to its long form - at to ate cub to cube pet to Pete cop to cope pin to pine The 'magic' can only hop back over one consonant. Build vowel hand. 	<u>Revise</u> "Magic e" changes the previous vowel sound from its short form to its long form -at to ate. The 'magic' can only hop back over one consonant. Touch on Toughy /y/ and Shy /i/ rule eg: rain/ray Build vowel hand. 	There isn't a rule for the alternative <ea> but most words are homophones- the same sound and different spelling. <e> is at the end of short (1 syllable) words. In a multi syllable (mostly 2 syllables) word (y) is pronounced as /ee/. Build vowel hand. 	Introduce trigraph <igh> (3- letters making ONE sound). Most words that have the /i/ sound spelled with "igh" end in "t." The only /i/ words spelled with "igh" that don't end in "t" are "high," "nigh," "sigh," and "thigh." Four spelling patterns for /ie/ cry, pie, high, time. Vowel y, not i, is used at the end of 	If you hear the long /o/ sound at the beginning or in the middle of a word, it is typically the -oa spelling. Ow is the most common long /o/ when heard at the end of a word. There are a few exceptions like flown and bowl where ow comes in the middle. /o-e/ is the least common. It comes at the end of a few one-syllable words and a few compound words. 	Sometimes the <ew> and /ue/ makes the /oo/ sound (blue, chew, rule). <i>When two vowels go walking the first one does the talking is not a reliable rule as it doesn't work for <ew>.</i> /ue/ 3 different spelling patterns: u-e, ew, ue. Build vowel hand. 	1. The /ed/ sound comes after the letter t or d at the end of the base word. 2. /d/ Rule: The /d/ sound is made when the final sound of the base word is voiced. 3. /t/ Rule: The /t/ sound is made when the final sound of the base word is unvoiced. Toughy /y/ and Shy /i/ http://bit.ly/3JC1MEH Remind them that the letter i is shy and does not like to come at the end of words in English, so cousin 'toughy (y)' takes its place. When the /oi/ sound is at the end of a word it is usually written (oy), as in the word employ. /oi/ and /ai/ in the middle of words, /ay/ and /oy/ at the end of words.	'oo' most often makes a long 'oo' sound (often before 'n', 'm' and 'l'). <u>Spelling tip:</u> 'oo' can give a short 'u' sound (often before 'd' and 'k'). <u>Spelling tip:</u> 'oo' can make a long 'oo' or a short 'u' sound.		

					<i>an English word.</i>						
Revision USE THIS DURING DAILY DICTIONATION along with TARGET Sound		Revise letter sounds learners struggled with as identified in the baseline assessment.		Revise digraphs th, th, wh, sh, ch, nk, and ng	Split digraphs & long vowels A & digraphs th, th, wh, sh and ch	Pit stop	Long vowels A, E, I & digraphs th, th, wh, sh, ch, nk, and ng	Long vowels A, E, I, and O sounds. Revise initial and final blends.	Long vowels A, E, I, O, and U sounds. Revise initial and final blends and consonant digraphs.	Revise all consonant and vowel digraphs taught in previous weeks.	Revise all consonant and vowel digraphs taught in previous weeks.
		Do this revision by flashing the sounds/using work cards/playing games and incorporating them into DAILY dictation. Practice FLUENCY of letter sounds and words using timed activities. The more learners use the sounds in their reading and writing, the more proficient they will become.									
Word building and writing incorporate into dictation		ate blade game made hate mane hope note poke globe slime bedtime tube cute eve grape theme muse	day hay sway spray subway paint snail obtain contain grain plane bedtime tube cute eve grape theme pail	me sea see read peach she stream meat meet beach Steve week weak dream peanut teacher sheaf street sweet	prize smile high sky style my line bright flight delight night mile pie by sight lime midnight frighten satisfy	boat snow home yellow elbow snowman throw bone stone stoke so go no croak moat throat shadow glowing marrow	blue glue blew statue cube dew due flew stew tune flute fumes	walk - walked play - played talk -talked call -called love - loved cook - cooked clean cleaned dance danced	soil coin toil boy toy annoy employ destroy ahoy soil moist spoilt avoid joy ointment pointing moist boil	spoon mood cool drool foot looks bookmark scoop troop proof bloom spoon balloon groom broom booth school cool	Revise all content learnt this term. <

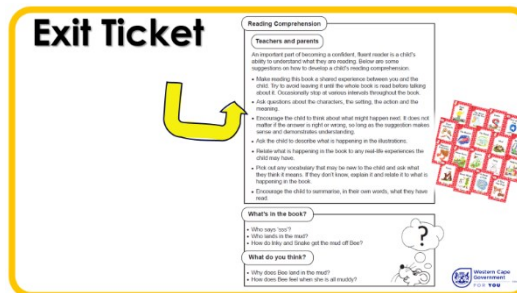
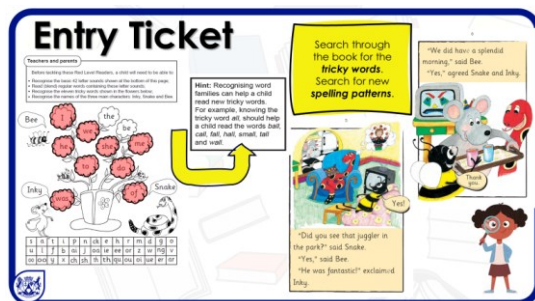
Jolly Phonics Reader OR Reading CardGGR 60 minutes on Monday - Thursday 30 minutes on Friday	Assess Reading using baseline and keep the Grade 2 handover in mind	Teach Routine and expectations for GGR Place learners in groups according to the reading abilities. Focus on smooth transitions between groups and appropriate behaviour on the mat. Station activities Teach learners: how to use work cards and various activities & what to do when they need help.	GGR formally takes place as of week 3 for all ability groups. GGR is taught daily! EVERY child needs to be on the mat EVERY day. Keep records of learners' reading abilities and progress in your lapbook . This information guides your teaching. Learners continue reading from where they finished in Grade 2. The baseline results also assist in determining what the learners will read during GGR. Consider the sounds they know and if they can blend/read words. Can they read sentences/paragraphs? Phonemic Awareness (PhAST) activities can take place in this time for weak learners who struggle to blend.	
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Teacher Guidelines:

1. Explicitly teach learners to recognize, manipulate, and build words with sounds.
2. Follow the Jolly Phonics Teacher Guide/Scope and Sequence to teach spelling rules systematically.
3. Provide frequent blending practice to develop fluency; use the "blend-as-you-read" strategy (consider including a video).
4. Expand vocabulary by using new words in sentences, displaying them, finding synonyms, and recording them in personal and class dictionaries (see Step 3 of GGR matwork lesson).
5. Build fluency and comprehension by reading words, phrases, sentences, and stories; ask questions to deepen understanding (see Step 5).
6. Ensure learners read only texts that use letter-sounds and words they have been taught for GGR.
7. Engage learners actively in each lesson.
8. Give opportunities to apply alternative letter-sound spelling knowledge in reading and writing activities.
9. Use the entry ticket on the inside front cover of the reader to introduce each session.

Before Reading:	After Reading:	Teacher Preparedness is NB!
Inside the cover Before giving the <i>Red Level Readers</i> to the Learner. • Familiarise yourself with the levelled guidance • Ensure the learner knows their 42 sound • Ensure the learner is blending confidently- mostly silently in their head • The learner can recognise the tricky words by sight	• Comprehension!! • Does the learner understand what they have read? • Go back to pages and talk about them again. • Discuss new vocabulary • Summarise the book • Ask some questions to encourage critical thinking • Relate to real-life experiences	• Know what the story is about- research about the topic if needed • Know which tricky words your learners need to practice • Know the letter sounds it's based on • Anticipate what is new background and vocabulary (context of learners) • Plan to teach vocabulary and background knowledge in a child-friendly way- choose vocabulary words which is most needed to create meaning of the story • Prepare flashcards with letter sounds, words, and tricky words

- The learner can recognise the **character names** (they will not have learnt the alternative spellings to decode these yet)



- Choose a reader that matches the reading level of the learner. (can they identify the letter sounds?
- Can they blend words with those sounds?
- Do they know most of the tricky words?) information from informal assessment

Addendum:

GGR: GOLDEN ONE HOUR BACK ON TRACK

- GOLDEN HOUR**
- Monday – Thursday
- 30 minutes on a Friday
- 15 - 20 mins per group
- 8 – 10 learners
- Top group may need less time... They work faster and generally more independent.

CIRCULAR 55

What I need to put in place from start to finish.

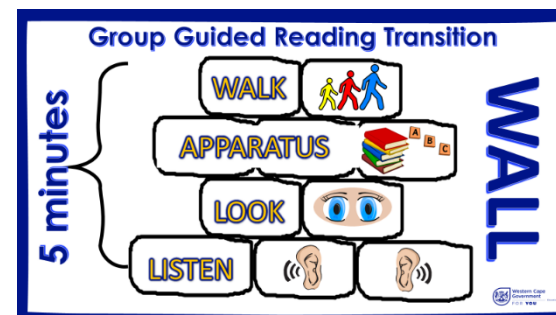
- ASSESSMENT
- GROUPING
- SCHEDULING
- ROUTINE & EXPECTATION
- ACTIVITIES
- SMALL GROUP LESSONS
- ORGANISATION

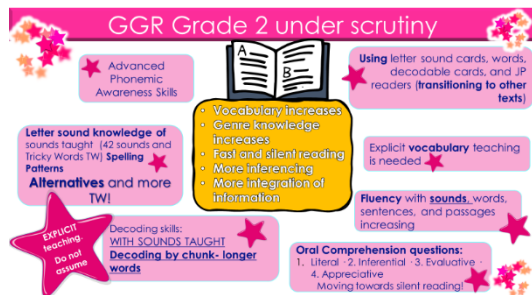
By using the checklist template in the box, plan and put your reading groups in place from start to finish.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

What to teach

Western Cape Department of Education





TARGETED FEEDBACK	
Reading skills	Corrective Strategies
Learner skips a word	Tap on the word they have missed and let them to reread
Reads the word inaccurately	Allow them to reread the word correctly, point at specific sound or error
Uses the wrong choice/alternate sound	'Good try, the word uses the ___ sound' Reread
Struggles to read word	Sound out the word and blend
Word pronounced incorrectly	Tell them correct pronunciation and have them repeat and reread the sentence
Tracking errors - skipping lines	Allow them to use their finger to track or use bookmark
'Run on' sentences	Take a deep breath at the end a full stop

Day 1- First READ	Day 2- Second READ	Day 3- Third READ
Before Reading		
1) Word Work: Focus Accuracy - Read letter sounds covered in the story. (choose) - Read map the tricky words in the story. (choose) - Read the character names (they will not have learnt the alternative spellings to decode these yet) - Blend some of the regular words in the book. 2) Creating Context: Background knowledge and Vocabulary - Talk about the pictures before reading. Who do you see? How do they feel? - Cover text to focus on the picture and building vocabulary and oral language. - Create background knowledge and build vocabulary.	1) Word Work: Focus Fluency - Read letter sounds covered in the story "focus on Fluency" - Read the tricky words in the story. "fluency" - Read decodable words. "focus on fluency" 2) Creating Context - Deepen new vocabulary. Choose one picture in the story to create a discussion. - Discussion should allow learners to use the new vocabulary learnt the previous day. - Ask questions that allow learners to connect new vocabulary to other contexts.	1) Word Work: Focus Fluency Timed games - Read letter sounds covered in the story "fluency" - Read the tricky words in the story. "fluency" - Read decodable words. "fluency" 2) Creating Context - Deepen new vocabulary. Choose a different picture in the story to create a discussion. - Discussion should allow learners to use the new vocabulary learnt the previous day. - Ask questions that allow learners to connect new vocabulary to other contexts.
During Reading		
3) Oral Reading - Read the story with the learners or ask individual learners to read a sentence. - Encourage them to sound out the words and blend if necessary. - Model blending if necessary. - Allow them to reread the sentence if they struggle to blend. - Where applicable, use the following comprehension strategy. - Prediction-What do you think will happen next?	3) Oral Reading - Individual learners or pairs read a sentence. - Encourage them to sound out the words and blend if necessary. - Allow them to reread the sentence if they struggle to blend. - Focus on accuracy and expression. - Discuss punctuation. - Model, if necessary, by doing echo reading.	3) Oral Reading - Individual learners to read a sentence or two. - Focus on fluency with expression.
After Reading		
4) Building Comprehension 'Reading- I can picture ___ in my mind. It feels like? It smells like? It tastes like? It connects them and me of ___ because ___	4) Building Comprehension - Questioning- I wonder why ___. What will happen if ___? - Ask in-text questions which be found at the back of the story.	4) Building Comprehension - Summarising- The story is about ___ - Out-of-text comprehension questions which be found at the back of the story.

LOOK FOR...



Questions to ask

- BLEND AS YOU READ (in groups)
- Letter / sound knowledge
- How many words do they know?
- Which words are they struggling with...
- Tricky Words or regular words (which words?)
- Fluency, Speed, Accuracy and Expression
- Comprehension

Informal Assessment

Monday	Tuesday	Wednesday	Language Thursday	Friday										
New Lesson	Revision	Revision	Language Focus Steps	Informal Assessment										
1)Revision <i>Fluency Focus</i> 2) Story- Listening 3)Action 4) Flashcard 5) Letter formation 6) Sorting It 7) Blend and segment 8) Dictation *Tricky Words	1)Revision <i>Fluency Focus</i> 2) Story- Read It with learners 3)Revision- Sort It 4) Blend and Segment 5) Dictation- Manipulation activity or Word ladder 6) Written activity *Tricky Words	1)Revision <i>Fluency Focus</i> 2) Story- Read It with learners 3)Revision- Sort It 4) Blend and Segment 5) Dictation- Manipulation activity or Word ladder 6) Written activity *Tricky Words	1. Revision: Quick activation 2. Context Introduction: Present language naturally through story/situation/ previous word list with focus sound 3. Visual Support-Clear examples/models/ pictures of language point 4. Guided Practice 5. Sort & Organise- group language patterns 6. Written Application-link dictation 7. Common Errors/Exceptions- Address typical mistakes	1)Informal Spelling Test 2)Spelling games <i>Skills Checklist:</i> <table><tr><td>letter sounds/spelling patterns</td><td></td></tr><tr><td>Formation</td><td></td></tr><tr><td>Blending</td><td></td></tr><tr><td>Segmenting</td><td></td></tr><tr><td>Tricky Words</td><td></td></tr></table>	letter sounds/spelling patterns		Formation		Blending		Segmenting		Tricky Words	
letter sounds/spelling patterns														
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TERM 1

Phonics

*Can **accurately** identify all 42 letter -sounds from Groups 1 to 7 (including vowel digraphs (ai, ee, etc.) and consonant digraphs (sh, ch, etc.)

*Can identify and build with /e/ as <y> such as baby, daddy, etc. and hop over-(e):a-e, o-e, e-e, u-e, i-e

Split digraphs

<a-e>, <e-e>, <i-e>, <u-e>, <o-e>

Long and short vowels

/a/, /ai/, <ay>, <a-e>,

Long and short vowels

/e/, /ee/, <ea>, <e-e>, <e> me, <y>

Long and short vowels

/i/, /ie/, <y> my, <i-e>, <igh>

Long and short vowels

/o/, /oa/, <ow>, <o-e>, <o> so

Long and short vowels

/u/, /ue/, <ew>, <u-e>

Suffixes

-ed (t, d, ed)

Shy /i/ and toughy /y/

/oi/, <oy>

/ai/, <ay>

/oo/

long and short

*Can read and write the following words with the 42-base sounds:

- ✓ VC- at, am, in
- ✓ CVC- hem, cut
- ✓ CVC (with consonant digraphs)- chat, ship, them, fish
- ✓ CVC (with vowel digraphs)- deep, rain
- ✓ CCVC- plain, step
- ✓ CVCC- damp, rank, test
- ✓ CCVCC- stamp, blank
- ✓ CCCVC- street, splash

Tricky words

I the he she me we be was to do are all	you your come some said here there they go no so my	one by only old like have live give little down what when
why where who which any many more before other were because want	saw put could should would right two four goes does made their	once upon always also of eight love cover after every mother father

*Able to **read and spell ALL tricky words**

*Can write sentences for dictation (see *criteria of sounds and tricky words*) using the corrected punctuation (capital letters, full stops, question marks, and punctuation marks)

Reading Groups

Group 1	Group 2	Groups 3	Group 4
✓ Reading Level: Actively reading fiction and non-fiction Green Readers - Phonics and Sounds: Can identify all Alternative Phonics Skills: Can accurately identify and build words using /e/ as <y> (e.g., baby, daddy) and apply the "hop-over e" rule (e.g., a-e, o-e, e-e, u-e, i-e). ✓ Comprehension: Able to answer comprehension questions about texts.	✓ Reading Level: Actively reading fiction and non-fiction Yellow Readers, with opportunities for support and guidance to enhance comprehension and fluency. ✓ Phonics and Sounds: Can identify all 42 letter sounds fluently. ✓ Comprehension: Can answer comprehension questions about texts with support to develop more	✓ Reading Level: Beginning to read both fiction and non-fiction Red Readers (, with structured support to build reading stamina and confidence. ✓ Phonics and Sounds: Can identify all 42 letter sounds accurately, with reinforcement to maintain fluency. ✓ Tricky Words: Can read and write 36 tricky words, with regular review and practice to	✓ Reading Level: Orange Readers . ✓ Phonics and Sounds: Learning all 42 letter sounds; frequent reinforcement and correction needed. ✓ Blending Skills: Needs structured, hands-on practice with blending simple words (e.g., using letter tiles). ✓ Segmenting: Working on breaking words into sounds;

✓ Can accurately retell the events in a story. ✓ Tricky Words: Read and write all tricky words ✓ Dictation: Can write sentences for dictation (using sounds from the text and tricky words) with correct punctuation, including capital letters, full stops, question marks, and other punctuation marks.	in-depth responses. Guided questioning helps reinforce understanding and encourage more detailed answers. ✓ Tricky Words: Able to read all tricky words accurately and write most accurately. ✓ Word Building: Can construct words using beginning and ending consonant blends and digraphs, with explicit modelling and practice on tricky combinations. ✓ Dictation: Can write sentences for dictation (including required sounds from their text and tricky words) using correct punctuation, such as capital letters and full stops.	reinforce recognition and spelling. ✓ Dictation: Able to write words, phrases and sentences for dictation (with sounds from their text and tricky words) with correct use of punctuation, such as capital letters and full stops. Guided practice is provided to encourage independent punctuation use. ✓ Successive Blending: Requires some support with successive blending. Scaffolding includes modelling blending techniques, using visual aids, and practicing sound-by-sound blending with teacher guidance to improve fluency in reading multi-syllable words.	guided activities to build this skill. ✓ Tricky Words: Can read and write first 12 tricky words. ✓ Dictation: Writing simple CVC words from dictation ✓ using sounds from the reading text. with focused help on sound-letter matching.
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