

SCOPE AND SEQUENCE

The **Nelson Decodable Readers** scope and sequence was developed in line with early childhood language acquisition and science of reading research. It incrementally and systematically builds students' phonics knowledge from basic to extended code.

Sets 1–9 cover the basic code, which introduces the alphabetic principle through single-letter phoneme–grapheme correspondences and basic digraphs. **Sets 10–20** introduce students to more complex phoneme–grapheme correspondences from the extended code, such as long vowels, vowel teams, diphthongs, *r*-controlled vowels, the schwa, trigraphs, low-frequency spellings and silent letters.

Our scope and sequence also features **supplemental sets** that provide further practice of the phonic skills learned in Sets 1–13.

The scope and sequence gradually develops students' mastery of **spelling rules**, **morphology** and **grammar**, progressing from simple to more complex spelling and linguistic constructions.

Nelson Decodable Readers feature irregular **high-frequency words** (words that have irregular spelling patterns or as yet unlearned phoneme–grapheme correspondences), a sample of which are shown against each set below.

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
SINGLE CONSONANTS & SHORT VOWELS				
SET 1 m s a p i t	Blend to read new CV/VC/CVC words	mat, sit, at, pit, it, tap	a, the, is, my, I	Add suffix s for plurals <i>(no change to base word)</i> sips, taps, fits, bats
SET 2 c b r e f h n		cap, bat, ram, pen, fit, hen, net	to, see, has, his, her, me, she, of, as	
SET 3 d j o g u		dog, jet, on, get, bug	go, for, was, off, too, be, into	Possessives (apostrophe + s) Bun's, Val's, Mum's, Yip's, Dad's Add suffix s for plurals /s/ /z/ <i>(no change to base word)</i> hops, bugs, quits, kids, zips, yams
SET 4 k l v q w		kid, lap, vet, quit, wet	this, no, room, look, we, said	
SET 5 x y x		fix, yet, zip	are, you, so, do, here	

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
DOUBLE CONSONANTS				
<p>SET 6 ff ll ss zz</p>	<p>Read double consonants as a single sound</p> <p>Read new and known CVCC/CCVCC words</p> <p>Blend to read two, three & four phonemes</p>	<p>huff, cliff, dress, frizz</p>	<p>are, you, so, do, here</p>	<p>Possessives (apostrophe + s) Nell's</p> <p>No English word ends in v have</p> <p>Contractions (with <i>is, us</i>) it's, let's</p> <p>Add suffix s for plurals /s/ /z/ (no change to base word) cuffs, shells</p>
CONSONANT DIGRAPHS				
<p>SET 7.1 INITIAL sh ch th/TH wh qu ph</p>	<p>Read consonant digraphs as a single sound</p> <p>Read new and known CVCC/CCVC/CCVCC words</p>	<p>shop, chess, thin, that, wham, quiz, phone</p>	<p>like, come, what, day, were, want, little</p>	<p>Possessives (apostrophe + s) Mum's, Dad's, Nick's, Quin's</p> <p>No English word ends in v have, live</p> <p>Contractions (with <i>is, am, us</i>) it's, let's, I'm, it's, that's</p> <p>Add inflectional suffixes s, es, ed, ing (no change to base word) shells, chips, rocks, toys, picks, swishes, pecked, jumped, yelled, looking, jumping, singing</p>
<p>SET 7.2 FINAL sh ch th/TH ck ng</p>	<p>Blend to read two, three & four phonemes</p>	<p>fish, such, moth, with, chick, song</p>		

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
CONSONANT BLENDING				
<p>SET 8.1</p> <p>INITIAL bl gl cr fr st</p>	<p>Blend two consonants, retaining both sounds</p> <p>Read new and known CVCC/CCVC/CCVCC words</p>	<p>black, glad, crab, frog, sting</p>	<p>down, away, good, home, happy, hungry, love, came, one, your, more, two</p>	<p>Possessives (apostrophe + s) Mum’s, Dad’s, Nick’s, Quin’s</p> <p>No English word ends in v have, live</p> <p>Contractions (with <i>is, am, us</i>) it’s, let’s, I’m, it’s, that’s</p>
<p>SET 8.2</p> <p>FINAL ft mp nd nk st</p>	<p>Blend to read two, three & four phonemes</p>	<p>gift, camp, sand, drink, nest</p>		<p>Add inflectional suffixes s, es, ed, ing (no change to base word) shells, chips, rocks, toys, picks, swishes, pecked, jumped, yelled, looking, jumping, singing</p>
CONSONANT-VOWEL PATTERNS				
<p>SET 9</p> <p>at an ap et og ug ell ack ash ing</p>	<p>Read new and known one-syllable words with common consonant-vowel patterns</p> <p>Blend to read two and three phonemes</p>	<p>cat, plan, nap, jet, frog, hug, tell, back, dash, bring</p>	<p>walk, once, play, today, by, out, could, many</p>	<p>Possessives (apostrophe + s) Mum’s, Dad’s, Nick’s, Quin’s</p> <p>No English word ends in v have, live</p> <p>Contractions (with <i>is, am, us</i>) it’s, let’s, I’m, it’s, that’s</p> <p>Add inflectional suffixes s, es, ed, ing (no change to base word) shells, chips, rocks, toys, picks, swishes, pecked, jumped, yelled, looking, jumping, singing</p>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
DIGRAPHS / CONSONANT BLENDING				
<p>SUPPLEMENTAL SET</p> <p>DIGRAPHS sh ch th wh qu ph ck ng</p> <p>BLENDING bl gl cr fr st ft mp nd nk</p> <p>TRIGRAPHS scr str spr nch squ shr thr</p>	<p>Read consonant digraphs as a single sound</p> <p>Blend two and three consonants, retaining each sound</p> <p>Read new and known CVCC/CCVC/CCVCC/CCCVC words</p> <p>Blend to read two, three & four phonemes</p>	<p>rush, much, sloth, that, quick, Steph, long, black, slug, cross, frog, mist, stick, soft, plump, end, skunk, scrap, strand, spring, bunch, squint, shrub, thrill</p>	<p>walk, once, play, today, by, out, could, many</p>	<p>Possessives (apostrophe + s) Mum’s, Dad’s, Nick’s, Quin’s</p> <p>No English word ends in v have, live</p> <p>Contractions (with <i>is, am, us</i>) it’s, let’s, I’m, it’s, that’s</p> <p>Add inflectional suffixes s, es, ed, ing (no change to base word) shells, chips, rocks, toys, picks, swishes, pecked, jumped, yelled, looking, jumping, singing</p>
WORDS WITH all, oll, ull				
<p>SUPPLEMENTAL SET all oll ull</p>	<p>Understand that double consonant <i>ll</i> may change vowel sounds of <i>a, o & u</i></p>	<p>all, stroll, full, fall, roll, pull</p>	<p>walk, once, play, today, by, out, could, many</p>	<p>Possessives (apostrophe + s) Mum’s, Dad’s, Nick’s, Quin’s</p> <p>No English word ends in v have, live</p> <p>Contractions (with <i>is, am, us</i>) it’s, let’s, I’m, it’s, that’s</p> <p>Add inflectional suffixes s, es, ed, ing (no change to base word) shells, chips, rocks, toys, picks, swishes, pecked, jumped, yelled, looking, jumping, singing</p>

SCOPE AND SEQUENCE

Phoneme-grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
LONG VOWELS				
<p>SUPPLEMENTAL SET</p> <p>Vce a_e e_e i_e o_e u_e</p>	Read long vowel sounds created by the spelling pattern V+C+silent e	chase, Zeke, like, home, flute		<p>Possessives (apostrophe + s, s + apostrophe s, s + apostrophe) Ted's, zebra's, bus's, whales'</p>
<p>SUPPLEMENTAL SET</p> <p>ALTERNATIVE SPELLINGS a ai ay ea ey eigh e y ee ea ey ie ei i y igh ie o oa oe ow u ew ue eu</p>	Read different spelling patterns that create long vowel sounds	rain, day, great, hey, sleigh me, baby, see, treat, chimney, thief, Keith hi, my, flight, pie no, boat, toe, blow Ruth, emu, new, blue, due, feud	oh, does, friend, should, would, school	<p>Contractions (with <i>is, am, us, not</i>) it's, let's, I'm, here's, that's, don't</p> <p>Add inflectional suffix <i>s, es, ed, ing</i> (no change to base word) lakes, arms, peeked, jerked, planted, rushes, sniffing, charming, eating</p>
<p>SET 10</p> <p>ALTERNATIVE SPELLINGS (inc. Vce) a ay ai a_e ea eigh e ee ea ey ie e_e y i igh i_e y ie o o_e oa ow oe u u_e ue ewu ew ue eu</p>	<p>Read long vowel sounds created by the spelling pattern V+C+silent e</p> <p>Read different spelling patterns that create long vowel sounds</p>	<p>lady, way, train, lake, great, weight me, tree, seat, key, thief, Pete, baby find, high, kite, sky, pie go, rope, boat, show, toe Hugo, cute, flew</p>		<p>Consonant doubling for suffix addition <i>ed, ing</i> spotted, tugged, cutting, digging</p> <p>Drop silent e for suffix addition <i>ed, ing, en</i> liked, loved, amazing, broken</p>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
r-CONTROLLED VOWELS				
<p>SET 11 ar or er ir ur</p>	<p>Know how vowel sounds change when followed by consonant <i>r</i></p>	<p>shark, fern, swirl, surf, corn</p>	<p>other, again, their</p>	<p>Possessives (apostrophe + s, s + apostrophe) Ted's, zebra's, bus's, whales'</p> <p>Contractions (with <i>is, am, us, not</i>) it's, let's, I'm, here's, that's, don't</p> <p>Add inflectional suffix <i>s, es, ed, ing</i> (<i>no change to base word</i>) lakes, arms, peeked, jerked, planted, rushes, sniffing, charming, eating</p> <p>Consonant doubling for suffix addition <i>ed, ing</i> spotted, tugged, cutting, digging</p> <p>Drop silent <i>e</i> for suffix addition <i>ed, ing, en</i> liked, loved, amazing, broken</p>

>>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
DIPHTHONGS / VOWEL TEAMS / LONG /Ū/ GRAPHEMES				
<p>SET 12</p> <p>LONG /Ū/ GRAPHEMES oo ue ew ui u_e ou u oe o</p>	<p>Read different spelling patterns that create the long /ū/ sound</p>	<p>moon, blue, grew, fruit, you, tutu, shoe, to</p>	<p>don't, about, before, please, goes, our</p>	<p>Possessives (apostrophe + s, s + apostrophe s, s + apostrophe) Ted's, zebra's, bus's, whales'</p> <p>Contractions (with <i>is, am, us, not</i>) it's, let's, I'm, here's, that's, don't</p>
<p>SET 13</p> <p>DIPHTHONGS oy / oi ow / ou</p> <p>VOWEL TEAMS oo / u (short /oo/) aw / au</p>	<p>Glide two separate vowel sounds together to make one sound within the same syllable</p> <p>Read two vowels together to make a single sound</p>	<p>enjoy, join owl, house</p> <p>look, bush cause, claw</p>	<p>laugh, people, animal, across</p>	<p>Add inflectional suffix s, es, ed, ing (no change to base word) lakes, arms, peeked, jerked, planted, rushes, sniffing, charming, eating</p> <p>Consonant doubling for suffix addition ed, ing spotted, tugged, cutting, digging</p> <p>Drop silent e for suffix addition ed, ing, en liked, loved, amazing, broken</p>
<p>SUPPLEMENTAL SET</p> <p>DIPHTHONGS ou / ow oi / oy</p> <p>VOWEL TEAMS al augh ough aw au (/or/) oo u (short /oo/)</p> <p>LONG /Ū/ GRAPHEMES oo ou ue ew ui u oe o</p>	<p>Glide two separate vowel sounds together to make one sound (diphthong) within the same syllable</p> <p>Read two vowels together to make a single sound (vowel team)</p> <p>Read different spelling patterns that create the long /ū/ sound</p>	<p>brown, outside toy, coin</p> <p>walk, caught, ought, hawk, pause cook, push</p> <p>boot, group, blue, flew, suit, shoe, do</p>	<p>can't, don't, won't</p>	<p>Contractions (with <i>will</i>) I'll, you'll, she'll, he'll, they'll, it'll</p>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
SCHWA / UNSTRESSED SOUNDS				
<p>SET 14</p> <p>a e i o u</p>	<p>Read mono- and multisyllabic words with schwa/ unstressed vowel sounds</p>	<p>a – sofa, zebra e – the, kitten i – rabbit, tulip o – lemon, lion u – cactus, possum</p>	<p>through, different, beautiful, because, know</p>	<p>Add inflectional suffix <i>s, es, ed, ing</i> <i>(no change to base word)</i> lakes, arms, peeked, jerked, planted, rushes, sniffing, charming, eating</p> <p>Consonant doubling for suffix addition <i>ed, ing</i> spotted, tugged, cutting, digging</p> <p>Drop silent e for suffix addition <i>ed, ing, en</i> liked, loved, amazing, broken</p>

>>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
SYLLABLES				
<p>SET 15</p> <p>Closed/open syllables</p> <p>.....</p> <p>Closed syllable exceptions</p> <p>.....</p> <p>VCe multisyllabic words</p>	<p>Read mono- and multisyllabic words that end in one or more consonants that make the vowel sound short</p> <p>.....</p> <p>Read mono- and multisyllabic words where the vowel is long</p> <p>.....</p> <p>Read CVCC/CCVCC mono- and multisyllabic words that feature a long vowel sound despite final consonant</p> <p>.....</p> <p>Read long vowel sounds created by the spelling pattern V+C+silent e in multisyllabic words</p>	<p>see, no, set, not, backflip, pumpkin, bistro, music, banjo</p> <p>.....</p> <p>wild, find, cold, bolt, most</p> <p>.....</p> <p>cupcake, lifelike, escape, female</p>	<p>after, almost, done, gone, who</p>	<p>Add inflectional suffix s, es, ed, ing (no change to base word) lakes, arms, peeked, jerked, planted, rushes, sniffing, charming, eating</p> <p>Consonant doubling for suffix addition ed, ing spotted, tugged, cutting, digging</p> <p>Drop silent e for suffix addition ed, ing, en liked, loved, amazing, broken</p> <p>.....</p> <p>Spell older English words</p> <p>.....</p> <p>Add inflectional suffix s, es, ed, ing (no change to base word) lakes, arms, peeked, jerked, planted, rushes, sniffing, charming, eating</p> <p>Consonant doubling for suffix addition ed, ing spotted, tugged, cutting, digging</p> <p>Drop silent e for suffix addition ed, ing, en liked, loved, amazing, broken</p>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
SOFT CONSONANTS / TRIGRAPHS / JOBS OF y				
<p>SET 16</p> <p>SOFT CONSONANTS c g</p> <p>.....</p> <p>TRIGRAPHS dge tch</p> <p>.....</p> <p>JOBS OF y</p>	<p>Read grapheme <i>c</i> as /s/ and <i>g</i> as /j/ before <i>e, i</i> or <i>y</i></p> <p>.....</p> <p>Read consonant trigraphs as a single sound</p> <p>.....</p> <p>Know that the letter <i>y</i> can act as a consonant or a vowel</p>	<p>mice, fancy, cage, gem, gist</p> <p>.....</p> <p>bridge, hedge, catch, switch</p> <p>.....</p> <p>crypt, by, dusty, yes</p>	<p>build, fast, learn, past, water</p>	<p>Add inflectional suffix <i>s, es, ed, ing</i> (no change to base word) lakes, arms, peeked, jerked, planted, rushes, sniffing, charming, eating</p> <p>Consonant doubling for suffix addition <i>ed, ing</i> spotted, tugged, cutting, digging</p> <p>Drop silent <i>e</i> for suffix addition <i>ed, ing, en</i> liked, loved, amazing, broken</p>
SUFFIXES				
<p>SET 17</p> <p>SUFFIXES <i>s/es ed ing</i></p> <p>.....</p> <p>CONSONANT DOUBLING for suffix addition</p> <p>.....</p> <p>CHANGE <i>y</i> TO <i>i</i> for suffix addition</p> <p>.....</p> <p>DROP <i>e</i> for suffix addition</p>	<p>Read suffix <i>s</i> as /s/ or /z/ Read suffix <i>ed</i> as /d/, /t/ or /əd/ Read suffix <i>ing</i> as /ɪŋ/</p> <p>.....</p> <p>Read words with a spelling change when a suffix is added</p>	<p>games, loves, boxes, dashes, yelled, fixed, adopted, helping</p> <p>.....</p> <p>getting, patted, hotter, wettest</p> <p>.....</p> <p>families, babies, tidied, luckiest, lazier</p> <p>.....</p> <p>riding, nudged, safer, cutest</p>	<p>walk, once, play, today, by, out, could, many</p>	<p>Add inflectional suffix <i>s, es, ed, ing</i> (no change to base word) balls, games, buzzes, wheeled, fixed, lifted, pushing</p> <p>.....</p> <p>Consonant doubling for suffix addition <i>ed, ing, er, est</i> patted, sitting, hotter, reddest</p> <p>.....</p> <p>Change <i>y</i> to <i>i</i> for suffix addition <i>ed, er, es or est</i> tried, fluffier, buddies, happiest</p> <p>.....</p> <p>Drop silent <i>e</i> for suffix addition <i>ed, ing, er or est</i> waved, taking, closer, cutest</p>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
SYLLABLE DIVISION				
<p>SET 18</p> <p>RABBIT RULE VC/CV</p> <hr/> <p>CAMEL RULE VC/V</p> <hr/> <p>TIGER RULE V/CV</p> <hr/> <p>LION RULE V/V</p>	<p>Divide two-syllable VC/CV words between two consonants, making the first vowel short</p> <hr/> <p>Divide VC/V words between a consonant and vowel, making the first vowel short</p> <hr/> <p>Divide V/CV words between a vowel and a consonant, making the first vowel long</p> <hr/> <p>Divide V/V words between two vowels, making the first vowel long</p>	<p>problem, plastic, sunrise</p> <hr/> <p>river, visit, pocket</p> <hr/> <p>tiger, silent, even</p> <hr/> <p>poem, lion, triumph</p>	<p>another, colour, eye, favourite, listen, watch, young</p>	<p>Add inflectional suffix <i>s, es, ed, ing</i> (no change to base word) balls, games, buzzes, wheeled, fixed, lifted, pushing</p> <p>Consonant doubling for suffix addition <i>ed, ing, er, est</i> patted, sitting, hotter, reddest</p> <p>Change <i>y</i> to <i>i</i> for suffix addition <i>ed, er, es or est</i> tried, fluffier, buddies, happiest</p> <p>Drop silent <i>e</i> for suffix addition <i>ed, ing, er or est</i> waved, taking, closer, cutest</p>

SCOPE AND SEQUENCE

Phoneme–grapheme correspondences	Phonic skill	Sample focus words	Sample irregular high-frequency words	Spelling rules, morphology, grammar
LOW-FREQUENCY SPELLINGS				
<p>SET 19</p> <p>a /o/</p> <p>o /u/</p> <p>i /ē/</p> <p>a /ar/</p> <p>ea /e/</p> <p>ou /u/</p>	<p>Read vowel <i>a</i> as /o/</p> <p>Read vowel <i>o</i> as /u/</p> <p>Read vowel <i>i</i> as /ē/</p> <p>Read vowel <i>a</i> as /ar/</p> <p>Read vowel digraph <i>ea</i> as /e/</p> <p>Read vowel digraph <i>ou</i> as /u/</p>	<p>was, swan, wash</p> <p>wonder, some, mother</p> <p>champion, ski, uniform</p> <p>path, fast, ask</p> <p>head, ready, pleasant</p> <p>young, cousin, touch</p>	<p>answer, aunt, uncle, write</p>	<p>Spell older English words and words borrowed from other languages</p>
SILENT LETTERS / LOW-FREQUENCY DIGRAPHS				
<p>SET 20</p> <p>SILENT LETTERS</p> <p>kn gn /n/ mb lm /m/</p> <p>wr /r/ gh /g/</p> <p>LOW-FREQUENCY DIGRAPHS</p> <p>ch /sh/ /k/</p> <p>ph gh /f/</p>	<p>Read silent letter combinations as a single sound</p> <p>Read digraph <i>ch</i> as /sh/ or /k/</p> <p>Read digraph <i>ph</i> and <i>gh</i> as /f/</p>	<p>knight, gnome, climb, palm, wrong, ghost</p> <p>chef, charade, school, echo</p> <p>photo, phone, rough, enough</p>	<p>tomorrow</p>	<p>Spell older English words and words borrowed from other languages</p>



To find out more, visit us at
<https://bit.ly/4b7uknC>
or scan the QR code!