

O-G Reading Clinic

Structured Literacy Program Information Sheet

Our 4 Level Program

Our clinic program is systematic, sequential and cumulative. Students move through the levels according to their assessed needs, building strong decoding, spelling, fluency and word knowledge over time.

At a glance

- Level 1 builds the initial alphabetic code and early blending skills.
- Level 2 develops spelling rules, syllable knowledge and simple vowel digraphs.
- Level 3 introduces more complex vowel spellings and early morphology.
- Level 4 focuses on morphology, including Latin roots and Greek combining forms.
- A dual-level pathway is available for older students who read reasonably well but continue to have difficulty with spelling.

LEVEL 1: Initial Code

Focus: Students are explicitly taught individual alphabet sounds in a systematic sequence. They practise these sounds in reading and spelling activities, beginning with CVC words and gradually progressing to longer word structures from CVC to CCVCC. Early digraphs such as ch, sh, th and wh are also introduced.

Who usually starts here: Students in their first two years of school, or students who need support with basic phonic decoding and spelling skills.

Approximate length: Up to 30 lessons, depending on the student's starting point and rate of progress.

Goal by the end of this level: Students build quick sound identification, oral blending, decoding and spelling fluency across increasingly longer word structures.

LEVEL 2: Spelling Rules and Simple Vowel Digraphs

Focus: Students learn common spelling rules, syllable types, suffixing conventions and how vowel sounds can be identified through the structure of a syllable. They also learn common vowel digraphs, spelling choices, prefixes, suffixes, syllable division and early word meaning work.

Who usually starts here: Many primary and high school students begin here, especially when they can read some words but need stronger decoding, spelling and word analysis skills.

Approximate length: Approximately 35 lessons.

Goal by the end of this level: Students apply spelling rules more consistently, identify syllable types, use syllable division procedures, decode taught concepts with greater fluency and move beyond purely phonetic spelling.

LEVEL 3: More Complex Vowel Spelling and Morphological Awareness

Focus: Students are taught more complex spelling options for vowel sounds and more advanced suffixing patterns. They are introduced to morphology through lower-level Latin roots and begin constructing words using prefixes, roots and suffixes. Students also explore why some words are spelt the way they are through etymology and word history.

Who usually starts here: Students who have established foundational phonics and spelling rule knowledge and are ready to work with longer, more complex words.

Approximate length: Approximately 30 lessons.

Goal by the end of this level: Students identify morphemes, break words into meaningful parts, use morphology to support spelling and meaning, and develop an understanding of how word history influences English spelling.

LEVEL 4: Morphology: Latin Roots to Greek Combining Forms

Focus: Students move into a deeper study of morphology, including prefixes, roots and suffixes. This level supports students to analyse academic vocabulary by breaking words into meaningful parts and using those parts to understand word meaning. The program progresses from Latin-based word structure to higher-level Latin roots and then Greek combining forms.

Who usually starts here: Students who need stronger vocabulary, spelling and word analysis skills for upper primary, high school and academic learning.

Approximate length: The initial 25 lessons focus on structural identification and meaning. Students may complete the program at this point or continue into higher-level Latin roots and Greek combining forms.

Goal by the end of this level: Students use morphemic knowledge to read, spell and understand complex words, particularly the academic vocabulary needed in high school and subject areas such as science.

Dual-level pathway for older students

Some older students enter the clinic with reasonable reading accuracy and comprehension, but continue to experience persistent difficulty with spelling. For these students, we may use a dual-level program. This allows us to maintain higher-level reading, vocabulary and morphology work while also explicitly teaching the spelling rules, vowel patterns, syllable knowledge and written word structure that still require support.

How students move through the program

Students are placed according to assessment and clinical observation. Progression is not rushed: concepts are revised, strengthened and applied across reading, spelling and writing so that knowledge becomes accurate and fluent. For some older students, placement may include a dual-level pathway so reading development can continue while spelling foundations are strengthened.