Code Chart

Ontario Language Arts Curriculum (2023) B2 Expectations (B2.2, B2.3) (Simplified)

Section 1:	Section 2:	Section 3:	Section 4:	Section 5:
Open/Closed Syllables	**Magic "e" Syllables +**	**Vowel Teams +**	**Bossy "r" +**	**"Consonant-le" + Advanced**
consonants	Magic e with long a Magic e with long o Magic e with long i Magic e with long u	ai/ay	er/ir/ur	c-le
short vowels	"y" as a vowel (intro 4 sounds of y) "y" as long i "y" as long e	ee/ea	ar	Latin Roots (struct, port, duct) More Latin Prefixes (trans, inter, intra, super, semi, en/em) Base Words
sh, th, ch, wh)	s as /z/	oa/ow	or	Greek Combining Forms and Spellings (ch = /k/, -ic suffix, uni, bi, tri, anti, etc.)
-ck	syllable division with "reptile" words (closed/magic e)	ue/ew	Read multisyllable words daily (by reading the first syllable or two of author's names (if patterns have been taught), or other engaging words from knowledge topics)	-pizza "i" (radio)
floss	schwa sound (especially when reading 2-syllable words)	igh	Basic suffixes (-ly, -less, -ful, -er/or, -est, -ist, -ish, -ness)	-age -ism -ate
closed/open syllables	soft c (ce as in face, fence, dance, mice) soft "c" before e, i, y	oo	ear (earth)	-al/el (formal, vowel)
end blends	soft g (ge as in page, hinge, gel) soft "g" before e, i, y	ou/ow	contractions	ci/ti (appreciate) tial/cious (initial, delicious)
introduce initial blends: L Blends R Blends S Blends	-dge	oi/oy	read multisyllable words and words with basic prefixes and suffixes	-gue/que (league, cheque)

Introduce syllable division and closed/closed syllables	triple blends -scr, str, spl, spr, squ, thr	au/aw	bossy w (wa, war, wor, quar, squa)	-tu/du (virtual, individual)
compound words	continue to practise all of this with initial blends L Blends R Blends S Blends	read multisyllable words with these teams	oe (toe) ey (hockey) ie (pie)	ought/aught -ough (cough, rough)
-ing/ang/ong/ung	Read basic prefixes (re, con/com, ex, dis, de, pre, sub, ab, un)	Plurals (f to ve) (possessives)	-tion/sion -ture	-ou (soup) -ui (fruit)
-ink/ank/onk/unk	-ph -kn -wr	ie (like in field) ea (like in bread) oo (like in book) eigh (like in eight)	silent letters: -mb (lamb), -stle (castle) -mn (autumn) -gn (gnome) -wr (write)	-us/ous (famous)
confusions (e.g., short vowels, -ck/-nk/-ng, s/sh)	jobs of silent "e"	-wild/kind/old/ghost words	-air/are/ear	-cal/cle (vocal, miracle)
-tch	base words	base words	ch = /sh/	
Suffixes: -s/es, -ing -3 sounds of "ed"	-all -oll -ull	3 spelling rules -doubling rule -take off the "e" -change "y" to "i"	Irregular plurals	

The main expectation is that students will be able to know the above code well enough to *Read Words* quickly and accurately in text, and *Spell Words* correctly in their writing.