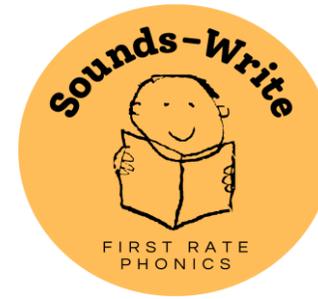




Grange Primary Academy
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Sounds Write Phonics

Expectations

2025-2026

The following sections include overviews offering a basic example of the progression in each year group through the Initial and Extended Code units in Reception, Year 1 and Year 2.

The Sounds-Write programme starts by building on what children can already do: they can speak! They are taught to read and spell using a reversible code that is anchored in the spoken sounds of the English language. The Initial Code begins as a transparent introduction to the English alphabetic code (Units 1 to 6), where sounds are represented by one-letter spellings. It is designed to build students' trust in the decoding and encoding system within CVC and VC words before moving on to words with more complex structures that include adjacent consonant sounds (CVCC, CCVC, CCVCC, etc) in later units (Units 8-10). The Initial Code then moves on to the more complex concepts that sounds may be spelled by more than one letter (1, 2 or 3 letter spellings introduced in the Initial Code Units 7 and 11) and that the same sound can be spelled in more than one way (Initial Code Unit 11). The Bridging Unit serves as a gentle introduction to what students will encounter in the Extended Code. It introduces formally the concept that the same sound can be spelled in more than one way, using simple examples like the spellings of the sound /k/ with the spellings < c >, < k > or < ck >, or the sound /ch/ with the letters < ch > and < tch >, which they have already encountered informally in Unit 11.

Whilst working on the Initial Code, students will develop these key skills:

- Segmenting – the ability to pull apart the individual sounds in words.
- Blending – the ability to push sounds together to build words.
- Phoneme manipulation – the ability to insert sounds into and delete sounds out of words. They will be able to perform these skills proficiently in simple 3-, 4- and 5-sound words with the structures CVC, VCC, CVCC, CCVC, CCCVC and CCVCC.

They will learn that:

- We spell sounds one at a time from left to right across the page.
- Letters are symbols (spellings) that represent sounds.
- A sound may be spelled by 1, 2 or 3 letters. And they will begin to have an understanding that:
- The same sound can be spelled in more than one way.
- Many spellings can represent more than one sound.

Reception overview

	Autumn	Spring	Summer
Review	Content from previously taught units based on formative assessment		
Current unit	Initial Code Units 1-7	Initial Code Units 8-11	Bridging Unit
Reading and writing in connected text	Reading: decodable texts from at least one unit behind the current unit Dictation: content from at least two units behind the current unit		

Year 1 overview

	Autumn	Spring	Summer
Review	Content (inc. polysyllabic words) from previously taught units based on formative assessment		
Current unit	Review of Initial Code Extended Code Units 1-9 Introduction of polysyllabic words*	Extended Code Units 10-18	Extended Code Units 19-26
Reading and writing in connected text	Reading: decodable texts from at least one unit behind the current unit and begin introducing other carefully selected texts Dictation: content from at least two units behind the current unit		

*Polysyllabic Words are introduced from the second week of Unit 4 /oe/.

Year 2 overview

	Autumn	Spring	Summer
Review	Content (inc. polysyllabic words) from previously taught units based on formative assessment		
Current unit	Extended Code Units 27-34	Extended Code Units 35-42	Extended Code Units 43-49
Reading and writing in connected text	<p>Reading: decodable texts from previously taught units and other carefully selected texts</p> <p>Dictation: content from at least two units behind the current unit</p>		

Sounds Write Phonics

Initial Code Long term overview



Initial Code Long Term Plan

<p>TERM 1</p> <p>Reception</p>	<p>Skills</p> <ul style="list-style-type: none"> To segment, blend & manipulate sounds in CVC words <p>Conceptual knowledge</p> <ul style="list-style-type: none"> Letters are symbols (spellings) that represent sounds from left to right across the page. A sound can be spelled with one letter. 		
<p>Current Learning</p>	<p>Week 1 - 2</p>	<p>Week 3 - 4</p>	<p>Week 5- 6</p>
	<p>Unit 1 a, i, m, s, t</p> <p>Settling in & teaching routines and expectations</p>	<p>Unit 2 n, o, p</p>	<p>Unit 3 b, c, g, h</p>
<p>Review Learning</p> <p>Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.</p>		<p>Unit 1 a, i, m, s, t</p>	<p>Unit 1 a, i, m, s, t</p> <p>Unit 2: n, o, p</p>
<p>Reading and writing in connected text</p>		<p>Unit 1 (reading) a, i, m, s, t</p>	<p>Unit 1 (writing) a, i, m, s, t</p> <p>Unit 2 (reading) n, o, p</p>
<p>Introduce HFW (not decodable yet)</p>		<p>is, a</p>	<p>the, l</p>

<p>TERM 2</p> <p>Reception</p>	<p>Skills</p> <ul style="list-style-type: none"> To segment, blend & manipulate sounds in CVC words <p>Conceptual knowledge</p> <ul style="list-style-type: none"> Letters are symbols (spellings) that represent sounds from left to right across the page. A sound can be spelled with one letter. 			
<p>Current Learning</p> <p>*Additional week given to this unit due to Christmas festivities.</p>	<p>Week 1-2</p>	<p>Week 3-4</p>	<p>Week 5-6</p>	<p>Week 7</p>
<p>Review Learning</p> <p>Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.</p>	<p>Unit 4: d, e, f, v</p>	<p>Unit 5: k, l, r, u</p>	<p>Unit 6 j, w, z</p>	<p>*Unit 6 j, w, z</p>
<p>Reading and writing in connected text</p>	<p>Unit 3: b, c, g, h</p> <p>Unit 2: n, o, p</p>	<p>Unit 4: d, e, f, v</p> <p>Unit 3: b, c, g, h</p>	<p>Unit 5: k, l, r, u</p> <p>Unit 4: d, e, f, v</p>	<p>Unit 5: k, l, r, u</p> <p>Unit 4: d, e, f, v</p>
<p>Introduce HFW (not decodable yet)</p>	<p>for, of</p>	<p>are</p>	<p>was</p>	<p>all</p>

<p style="text-align: center;">TERM 3</p> <p style="text-align: center;">Reception</p>	<p>Skills:</p> <ul style="list-style-type: none"> To segment, blend & manipulate sounds in CVC, CVCC, VCC, and CCVC words. <p>Conceptual knowledge:</p> <ul style="list-style-type: none"> Letters are symbols (spellings) that represent sounds from left to right across the page A sound may be spelled by 1 or 2 letters (double consonants). 				
<p style="text-align: center;">Current Learning</p> <p>*During this term, ensure that students are provided adequate time to practise segmenting and blending in both Unit 8 and Unit 9. If additional time is required, there is flexibility to extend these units by a week.</p>	Week 1 - 2	Week 3 -4		Week 5-6	
	Unit 7 x, y, ff, ss, ll, zz	*Unit 8 CVCC, VCC Week 1 Incorporate more words with continuants to support students' ability to segment and blend 4-sound words.	Unit 8 CVCC, VCC Week 2 Increase use of non-continuants within words.	Unit 9 CCVC Week 1 Incorporate more words with continuants to support students' ability to segment and blend 4-sound words.	Unit 9 CCVC Week 2 Increase use of non-continuants within words.
	Unit 6 j, w, z Unit 5: k, l, r, u	Unit 7 x, y, ff, ss, ll, zz Unit 6 j, w, z		Unit 8 CVCC, VCC Unit 7 x, y, ff, ss, ll, zz	
<p style="text-align: center;">Review Learning</p> <p>Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.</p>	Unit 5 (writing) k, l, r, u Unit 6 (reading) j, w, z	Unit 6 (writing) j, w, z Unit 7 (reading) x, y, ff, ss, ll, zz		Unit 7 (writing) x, y, ff, ss, ll, zz Unit 8 (reading) CVCC, VCC	
<p style="text-align: center;">Reading and writing in connected text</p>	and, its, went, help, just	went			
<p style="text-align: center;">Introduce HFW (not decodable yet)</p>	all	come, some		to	

<p>TERM 4</p> <p>Reception</p>	<p>Skills:</p> <ul style="list-style-type: none"> To segment, blend & manipulate sounds in CVCC, CCVC, CCVCC, CVCCC, CCCVC words <p>Conceptual knowledge:</p> <ul style="list-style-type: none"> Letters are symbols (spellings) that represent sounds from left to right across the page A sound can be spelled with one letter or two letters. 					
<p>Current Learning</p>	<p>Week 1 - 2</p>		<p>Week 3 -4</p>		<p>Week 5 - 6</p>	
	<p>Unit 10 CCVCC, CVCCC</p> <p>Incorporate more words with continuants to support students' ability to segment and blend 5-sound words.</p>	<p>Unit 10 CCVCC, CVCCC</p> <p>Week 2 Increase use of non-continuants within words.</p>	<p>Unit 11 ck, sh, th</p> <p>When first presenting these spellings, introduce them in the context of CVC words before increasing the complexity of the word structure.</p>	<p>Unit 11 ck, sh, th</p> <p>Use a variation of word structures from simple to more complex to provide support and challenge:</p> <ul style="list-style-type: none"> CVC - shop CVCC- shops CCVC - stock CCVCC - shrimp 	<p>Unit 11 ch , ng, wh,</p> <p>When first presenting these spellings, introduce them in the context of CVC words before increasing the complexity of the word structure.</p>	<p>Unit 11 ch , ng, wh,</p> <p>Use a variation of word structures from simple to more complex to provide support and challenge:</p> <ul style="list-style-type: none"> CVC - chip CVCC - whips CCVC - sting CCVCC - flings CCCVC - scrunch
<p>Review Learning</p> <p>Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.</p>	<p>Unit 9 CCVC</p> <p>Unit 8 CVCC, VCC</p>		<p>Unit 10 CCVCC, CVCCC</p> <p>Unit 9 CCVC</p>		<p>Unit 11 < ck, sh, th ></p> <p>Unit 9/10 CCVC, CCVCC, CCCVC</p>	
<p>Reading and writing in connected text</p>	<p>Unit 8 (writing) CVCC, VCC</p> <p>Unit 9 (reading) CVCC</p>		<p>Unit 9 (writing) CVCC</p> <p>Unit 10 (reading) CCVCC, CCCVC</p>		<p>Unit 9 (writing) CVCC</p> <p>Unit 10 (reading) CCVCC, CCCVC</p>	
<p>Introduce HFW (not decodable yet)</p>			<p>she, there, these</p>		<p>what, where</p>	

<p>TERM 5</p> <p>Reception</p>	<p>Skills:</p> <ul style="list-style-type: none"> To segment, blend & manipulate sounds in CVCC, CCVC, CCVCC, CCCVC words. <p>Conceptual knowledge:</p> <ul style="list-style-type: none"> Letters are symbols (spellings) that represent sounds from left to right across the page. A sound can be spelled with 1, 2, or 3 letters. The same sound can be spelled in more than one way (Bridging Unit). 			
<p>New Learning</p> <p>*Words containing < q > < u > will have a minimum of 4-sounds.</p>	<p>Week 1 - 2</p> <p>Unit 11 * < q > < u >, ve, tch Present and provide opportunities for reading and writing words that use the new spellings in CVC words.</p>	<p>Week 3 - 4</p> <p>Bridging Unit /k/ < c, k, ck ></p>	<p>Week 4 -5</p> <p>Bridging Unit /w/ < w, wh></p>	<p>Week 6</p> <p>Bridging Unit /v/ < v, ve ></p>
<p>Review Learning</p> <p>Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.</p>	<p>Unit 11 ch , ng, wh,</p> <p>Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings: ck, sh, th</p>	<p>Unit 11 < q > < u >, ve, tch</p> <p>Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings: ch , ng, wh</p>	<p>Bridging Unit /k/ < c, k, ck ></p> <p>Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings: < q > < u >, ve, tch</p>	<p>Bridging Unit /w/ < w, wh></p> <p>Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings from unit 11.</p>
<p>Reading and writing in connected text</p>	<p>Unit 11 (writing) < ck, sh, th ></p> <p>Unit 11 (reading) ch , ng, wh,</p>	<p>Unit 11 (writing) ch , ng, wh</p> <p>Unit 11 (reading) < q > < u >, ve, tch</p>	<p>Unit 8/9/10 with unit 11 spellings (reading/writing)</p>	<p>Unit 8/9/10 with unit 11 spellings (reading/writing)</p>

<p style="text-align: center;">TERM 6</p> <p style="text-align: center;">Reception</p>	<p>Skills:</p> <ul style="list-style-type: none"> To segment, blend & manipulate sounds in CVCC, CCVC, CCVCC, CCCVC words. <p>Conceptual knowledge:</p> <ul style="list-style-type: none"> Letters are symbols (spellings) that represent sounds from left to right across the page. A sound can be spelled with 1, 2, or 3 letters. The same sound can be spelled in more than one way (Bridging Unit). 		
<p style="text-align: center;">New Learning</p>	<p>Week 1</p>	<p>Week 2 - 3</p>	<p>Week 4 - 7</p>
	<p style="text-align: center;">Bridging Unit /v/ < v, ve ></p>	<p style="text-align: center;">Bridging Unit /ch/ < ch, tch ></p>	<p>Please use this time to consolidate the Initial Code, with particular emphasis on:</p> <ul style="list-style-type: none"> Segmenting and blending words with word structures from units 8, 9, and 10. Provide appropriate challenge for students to read and spell words from units 8, 9, and 10 that include non-continuants and two-letter spellings introduced in unit 11. <p>The aim is for students to consolidate their learning, rather than advancing to the Extended Code, in order to allow all students to develop proficiency in segmenting and blending within more complex word structures. Students who are more proficient can be challenged further by being given an extra sentence in dictation, or by building and reading words with more complex structures that use fewer continuants.</p> <p>If students can segment four-and five-sound words and have acquired the conceptual understanding that sounds can be represented by one, two, or three letters, they will be well prepared for the Extended Code.</p>
<p style="text-align: center;">Review Learning</p> <p style="color: blue; font-size: small;">Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.</p>	<p style="text-align: center;">Bridging Unit /w/ < w, wh></p> <p style="text-align: center;">Unit 8/9/10 CVCC, VCC, CCVC, CCVCC, CVCCC including spellings from unit 11</p>	<p style="text-align: center;">Bridging Unit /v/ < v, ve ></p> <p style="text-align: center;">Unit 8/9/10 CVCC, VCC, CCVC, CCVCC, CVCCC including spellings from unit 11</p>	
<p style="text-align: center;">Reading and writing in connected text</p>	<p style="text-align: center;">Unit 8/9/10 with unit 11 spellings (reading/writing)</p>	<p style="text-align: center;">Unit 8/9/10 with unit 11 spellings (reading/writing)</p>	

Sounds Write Phonics

Extended Code Long term

overview

	First two weeks of school	Week 1 -2	Week 3 - 4	Week 5 - 6
Current Learning	Routines	Unit 1 /ae/ < a, ay, ai, ea > Tangential teaching: < ey >: 'they' and < eigh >: 'eight'	Unit 2 /ee/ < e, ea, ee, ie, ey >	Unit 4 /oe/ < o, oa, ow, oe > Tangential teaching: include less common spelling < ou > as in 'mould'. Teach < ph > for /f/ as in 'phone'.
Grapheme Unit (Lesson 10) Teach these units using Lesson 10 once or twice in the second week of the sound unit that is currently being taught.			Unit 3 < ea > /ae/ and /ee/	Unit 5 < o > /o/ and /oe/
Polysyllabic words				Introduce polysyllabic words as NEW learning with IC 2-syllable compound words in the second week of Unit 4. Choose from Sets 1 and 2. These lists are included in the manual and can also be downloaded from the Portal, in the document titled <i>Introducing Polysyllabic Words</i>
Review Lesson 3, 4, 8, and 9. Lesson 3 should only be used with Initial Code sound-spelling correspondences.	Initial Code Units 9, 10 and 11, including Bridging Unit. Check the majority of students are proficient with adjacent consonants.	Initial Code Unit 11 (with adjacent consonants)	Unit 1 /ae/ < a, ay, ai, ea >	Unit 2 /ee/ < e, ea, ee, ie, ey >
Reading in Connected Text		Initial Code Unit 11	Unit 1 /ae/ < a, ay, ai, ea >	Unit 2 /ee/ < e, ea, ee, ie, ey >
Writing in Connected Text		Initial Code Unit 10	Unit 11	Unit 1 /ae/ < a, ay, ai, ea >
Common Exception Words		say, break, great, steak, they	be, he, me, she, we	both, cold, go, gold, hold, most, no, old, so, told

	Week 7 – 8	Week 9	Week 10	Week 11	Week 12 – 13
Current Learning	Unit 6 /er/ < er, ir, or, ur, ear >	Unit 7 /e/ < e, ea, ai, ie > In whole-class settings, teach this unit in one week, as the students will have already seen the spelling < e > in the IC, so there's only one main spelling to teach, <ea >, plus two unusual spellings in very common words (<ie > in 'friend' and <ai > in 'said'.	Unit 8 /ow/ < ou, ow > In whole-class settings, you can teach this unit in one week, as there are only two spellings to introduce.	Unit 23 /oy/ < oy, oi > In whole-class settings, you can teach this unit in one week, as there are only two spellings to introduce.	Unit 10 /oo/ (as in m/oo/n) < oo, ew, ue, u, o > Tangential teaching: < ou > for 'you'. Include the spelling of < ch > for the sound /k/ in 'school' and the spelling < tw > for the sound /t/ in 'two'.
Grapheme Unit (Lesson 10) Teach using Lesson 10 once or twice in the 2nd week of the sound unit that is currently being taught.			Unit 9 < ow > /oe/ and /ow/		
Polysyllabic words	Polysyllabic words with IC sound-spelling correspondences, and stressed syllables (no schwas) Choose from set 2 -5.	Polysyllabic words with IC sound-spelling correspondences, and stressed syllables including schwas. Choose from set 1 - 5 of the 'Initial Code words with schwas'.	Review /ae/within polysyllabic words.	Review /ae/within polysyllabic words.	Review /ee/within polysyllabic words. Introduce the spelling < y > for the sound /ee/ and add the new spelling of /ee/ to your spelling poster.
Review Lesson 3, 4, 8, and 9. Lesson 3 should only be used with IC sound-spelling correspondences.	Unit 4 /oe/ (reading) < o, oa, ow, oe > Include less common spelling < ou > as in 'mould'.	Unit 6 /er/ < er, ir, or, ur, ear >	Unit 6 /er/ < er, ir, or, ur, ear > Unit 7 /e/ < e, ea, ai, ie >	Unit 8 /ow/ < ou, ow >	Unit 23 /oy/ < oy, oi >
Reading in Connected Text	Unit 4 /oe/ (reading) < o, oa, ow, oe > Include less common spelling < ou > as in 'mould'.	Unit 6 /er/ < er, ir, or, ur, ear >	Unit 6 /er/ < er, ir, or, ur, ear > Unit 7 /e/ < e, ea, ai, ie >	Unit 8 /ow/ < ou, ow >	Unit 23 /oy/ < oy, oi >
Writing in Connected Text	Unit 2 /ee/ < e, ea, ee, ie, ey >	Unit 4 /oe/ < o, oa, ow, oe >	Unit 4 /oe/ < o, oa, ow, oe >	Unit 6 /er/ < er, ir, or, ur, ear >	Unit 6 /er/ < er, ir, or, ur, ear > Unit 7 /e/ < e, ea, ai, ie >
Common Exception Words	were	said, friend	house		do, move, prove, to, who

	Week 14 – 15	Week 16 – 17	Week 18 – 19	Week 20 – 21	Week 22 – 23
Current Learning	Unit 11 /ie/ < i, ie, y, igh > Tangential teaching: < eigh > for height	Unit 12 /oo/ (as in b/oo/k) < oo, u, oul >	Unit 14 /u/ < u, ou, o > Tangential teaching: < oo > spelling for the sound /u/ in 'blood', 'flood'. < gh > spelling for the sound /f/ in 'rough' and 'tough'.	Unit 16 /s/ < s, ss, c, ce, se, sc > Leave the teaching of < sc > for /s/ in Unit 16 until after the PSC to avoid confusion, because < s > < c > is a common adjacent consonant combination that could come up in the PSC.	Unit 18 // < l, ll, le, al, el, il, ol > Students have already been taught the < l, ll, le > spellings, so cover these spellings in 1-2 sessions using Lesson 6, 7 and 8. The < al, el, il, ol > spellings of the sound // only occur in polysyllabic words. Spend the rest of the two weeks teaching these spellings in polysyllabic words using L11 and L12.
	Sounds-Write teaches many more spellings than are required for the PSC. For this unit, consider teaching all of the spellings using Lesson 6 but then focus the teaching on the spellings included in the PSC using Lessons 7, 8 and 9.				
Grapheme Unit (Lesson 10) Teach using Lesson 10 once or twice in the 2nd week of the sound unit currently being taught.		Unit 13 < oo > m/oo/n and b/oo/k	Unit 15 < ou > /ow/ /u/ and m/oo/n	Unit 17 < s > /s/ and /z/	
Polysyllabic words	Review /oe/within polysyllabic words.	Review /er/within polysyllabic words.	Review /e/within polysyllabic words.	Review /ow/within polysyllabic words.	Review /oy/within polysyllabic words.
Review: L3, 4, 8, and 9. Lesson 3 should only be used with Initial Code SSCs.	Unit 10 /oo/ (as in m/oo/n) < oo, ew, ue, u, o >	Unit 11 /ie/ < i, ie, y, igh >	Unit 12 /oo/ (as in b/oo/k) < oo, u, oul >	Unit 14 /u/ < u, ou, o >	Unit 16 /s/ < s > < ss > < c > < ce > < se >
Reading in Connected Text	Unit 10 /oo/ (as in m/oo/n) < oo, ew, ue, u, o >	Unit 11 /ie/ < i, ie, y, igh >	Unit 12 /oo/ (as in b/oo/k) < oo, u, oul >	Unit 14 /u/ < u, ou, o >	Unit 16 /s/ < s > < ss > < c > < ce > < se >
Writing in Connected Text	Unit 8 /ow/ < ou, ow > Unit 23 /oy/ < oy, oi >	Unit 10 /oo/ (as in m/oo/n) < oo, ew, ue, u, o >	Unit 11 /ie/ < i, ie, y, igh >	Unit 12 /oo/ (as in b/oo/k) < oo, u, oul >	Unit 14 /u/ < u, ou, o >
Common Exception Words	child, kind, mind, wild, climb, eye	full, pull, push, put, could, would, should	come, love, some		

	Week 24 – 25	Week 26 – 27	Week 28 – 29	Week 30 – 31	Week 32
Current Learning	<p>Unit 19 /or/ < or, aw, au, a, ar, al, oor ></p> <p>Tangential teaching: < our > spelling of the sound /or/as in 'four', 'fourth' and 'your'. Sounds-Write teaches many more spellings than are required for the PSC. For this unit, consider teaching all of the spellings using Lesson 6 but then focus the teaching on the spellings included in the PSC using Lessons 7, 8 and 9.</p>	<p>Unit 20 /air/ < air, are, ear, ere, eir ></p> <p>Sounds-Write teaches many more spellings that are required for the PSC. For this unit, consider teaching all of the spellings using Lesson 6 but then focus the teaching on the spellings included in the PSC using Lessons 7, 8 and 9.</p>	<p>Unit 21 /ue/ < ue, ew, u ></p> <p>Note that /ue/ is two sounds /y/ /oo/. The spelling < u >, which represents the two sounds, is one letter but two sounds (like < x >).</p> <p>Tangential teaching: teach 'queue' – which contains three sounds: /k/ /y/ /oo/. It can be coded as < que > < ue >.</p>	<p>Unit 24 /ar/ < ar, a, al, au ></p> <p>In some accents the spelling < a > in words such as 'ask' or 'bath' represents the sound /a/. If that's the case where you are, don't include this spelling in the spellings of /ar/.</p> <p>Tangential teaching: < ear > spelling for the sound /ar/as in 'heart'. It's not a common spelling of /ar/ but 'heart' is quite a common word.</p>	<p>Unit 25 /o/ < o, a ></p> <p>In whole-class settings, you can teach this unit in one week, as there are only two spellings to introduce.</p>
Grapheme Unit (Lesson 10) Teach these units using Lesson 10 once or twice in the second week of the sound unit that is currently being taught.			Unit 22 < ew > m/oo/n and /ue/		Unit 26 < a > /a/ and /o/
Polysyllabic words	Review /oo/ as in 'moon' within polysyllabic words.	Review /ie/ within polysyllabic words.	Review /oo/ as in 'book' within polysyllabic words.	Review /u/ within polysyllabic words.	Review /s/ within polysyllabic words and introduce the spelling < st > (listen, Christmas).
Review Lesson 3, 4, 8, and 9 Lesson 3 should only be used with IC sound-spelling correspondences.	Unit 18 /l/ < l, ll, le, al, el, il, ol >	Unit 19 /or/ < or, aw, au, a, ar, al, oor >	Unit 20 /air/ < air, are, ear, ere, eir >	Unit 21 /ue/ < ue, ew, u >	Unit 24 /ar/ < ar, a, al, au >
Reading in Connected Text	Unit 18 /l/ < l, ll, le, al, el, il, ol >	Unit 19 /or/ < or, aw, au, a, ar, al, oor >	Unit 20 /air/ < air, are, ear, ere, eir >	Unit 21 /ue/ < ue, ew, u >	Unit 24 /ar/ < ar, a, al, au >
Writing in Connected Text	Unit 16 /s/ < s, ss, c, ce, se >	Unit 18 /l/ < l, ll, le, al, el, il, ol >	Unit 19 /or/ < or, aw, au, a, ar, al, oor >	Unit 20 /air/ < air, are, ear, ere, eir >	Unit 21 /ue/ < ue, ew, u >
Common Exception Words	door, floor, poor			ask, bath, grass, fast, last, pass, past, path, plant, class, half	was

	Week 33	Week 34	Week 35	Week 36
Current Learning Units 16, 18, 19, and 20 may only require one week of teaching, guided by the number of previously taught spellings and ongoing formative assessment.	Revisit Unit 16 /s/ < s, ss, c, ce, se > and introduce new spelling < sc >.	Revisit Unit 18 /l/ < l, ll, le, al, el, il, ol >	Revisit Unit 19 /or/ < or, aw, au, a, ar, al, oor >	Revisit Unit 20 /air/ < air, are, ear, ere, eir >
Grapheme Unit (Lesson 10) Teach this unit halfway through the current unit being taught.				
Polysyllabic words	Review /l/ within polysyllabic words, focusing on spellings that have been explicitly taught prior to the PSC.	Review /or/ within polysyllabic words, focusing on spellings that have been explicitly taught prior to the PSC..	Review /air/ in polysyllabic words, focusing on spellings that have been explicitly taught prior to the PSC.	Review /ue/ within polysyllabic words.
Review Lesson 3, 4, 8, and 9. Lesson 3 should only be used with Initial Code sound-spelling correspondences.	Unit 25 /o/ < o, a >	Unit 16 /s/ < s, ss, c, ce, se, sc >	Unit 18 /l/ < l, ll, le, al, el, il, ol >	Unit 19 /or/ < or, aw, au, a, ar, al, oor >
Reading in Connected Text	Unit 25 /o/ < o, a >	Unit 16 /s/ < s, ss, c, ce, se, sc >	Unit 18 /l/ < l, ll, le, al, el, il, ol >	Unit 19 /or/ < or, aw, au, a, ar, al, oor >
Writing in Connected Text	Unit 24 /ar/ < ar, a, al, au >	Unit 25 /o/ < o, a >	Unit 16 /s/ < s, ss, c, ce, se, sc >	Unit 18 /l/ < l, ll, le, al, el, il, ol >
Common Exception Words			door, floor, poor	