



Grange Primary Academy
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Sounds Write Phonics

Expectations

2026-2027

The following sections include overviews offering a basic example of the progression in each year group through the Initial and Extended Code units in Nursery until the end of 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.

Nursery Timeline

	Sept to Dec									Jan to Mar									Apr to June								
Element 1: Sound discrimination	■	■	■	■	■	■	■	■																			
Element 2: Word awareness				■	■	■	■	■	■	■																	
Element 3: Rhyme detection							■	■	■	■	■	■															
Element 4: Rhyme production										■	■	■	■	■	■												
Element 5: Sound detection													■	■	■	■	■	■									
Getting Ready for Sounds-Write													■	■	■	■	■	■									
Element 6: Segmenting and blending															■	■	■	■	■								
Element 7: Phoneme manipulation																	■	■	■	■	■						
Initial Code: Unit 1																		■	■	■	■	■	■	■	■	■	■
Initial Code: Unit 2																				■	■	■	■	■	■	■	■
Initial Code: Unit 3																							■	■	■	■	■

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	Reading: decodable texts from previously taught units and other carefully selected texts Dictation: content from at least two units behind the current unit		

Sounds Write Phonics

Nursery Long term overview

Overview of phonological awareness elements

Phonological awareness element	The aim is for children to be able to:
1. Sound discrimination	Identify and match environmental, percussion and body sounds
2. Word awareness	Identify and isolate individual words in spoken language/speech flow
3. Rhyme detection	Recognise that words can rhyme
4. Rhyme production	Provide a rhyming word or continue a rhyming string
5. Sound detection	Detect and identify initial sounds; recognise and generate alliteration; detect and identify medial and final sounds; identify the common sound in words; categorise words based on their sounds
6. Blending and segmenting	Listen to the segmented sounds in a word and blend to say the whole word; listen to a word and say the segmented sounds.
7. Phoneme manipulation	Make changes to words by swapping, adding or removing sounds.

Initial Code for Nursery Word List Overview

Unit	New sounds/spellings	All sounds/spellings	Simpler to More Complex				HFWs to introduce
1	a, i, m, s, t	Consonants: m, s, t Vowels: a, i	mat, sat, sit*	Sam	am	at, it, Tim	
2	n, p, o	Consonants: m, n, p, s, t Vowels: a, i, o	man*	map, nap, sip, not,	pan, Tom, tin, pin,, on, in	pot, pat, tip, top, pit	<i>is</i> <i>a</i>
3	b, c, g, h	Consonants: b, c, g, h, m, n, p, s, t Vowels: a, i, o	ham, him	hit, hat, hot, hop, sob	can, bag, cat, pig, big, got	gap, cap, cot, bat, tag, bit, cop	<i>the</i> <i>I</i>
4	d, f, v, e	Consonants: b, c, d, f, g, h, m, n, p, s, t, v Vowels: a, e, i, o	van, men, hem, fan, fin, hen	vet, fed, met, set, net, hid, hip, fit, mad, fat, nod, sad, fib	Dan, den, pen, dad, dog, ten, pet, get	din, dig, dip, bed, bad, peg	<i>for</i> <i>of</i>
5	k, l, r, u	Consonants: b, c, d, f, g, h, k, l, m, n, p, r, s, t, v Vowels: a, e, i, o, u	run, fun, mum*, sun, hum	red, lip, leg, rub, rib, rat, rip, log, hut, rug, bun, let, lit, lid, rid, bus, lot	lad, rot, rod, cup, cut, Ken, Kim, up	kit, kid, dug, bud, bug, pup, kip	<i>are</i>
6	j, w, z	Consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, z Vowels: a, e, i, o, u	win	wag, wig, web, wet, zig, zag, zip, zap	wok, jam, jab, Jim	jab, jet, jig, jog, job, jug	<i>was</i>
7	x (for /k/ /s/) y	Consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z Vowels: a, e, i, o, u	yes, yam	yap, yet	fox, fix, six, mix, Max, wax	box	<i>all</i>

Continuant sounds shown in **bold**. *Depending on region, 'mam' could be introduced in Unit 1 or 'mom' introduced in Unit 2.

Sounds Write Phonics

Initial Code Long term overview



Initial Code Long Term Plan

TERM 1 Reception	Skills - To segment, blend & manipulate sounds in CVC words Conceptual knowledge - Letters are symbols (spellings) that represent sounds from left to right across the page. - A sound can be spelled with one letter.		
Current Learning	Week 1 - 2	Week 3 - 4	Week 5- 6
	Unit 1 a, i, m, s, t Settling in & teaching routines and expectations	Unit 2 n, o, p	Unit 3 b, c, g, h
Review Learning Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.		Unit 1 a, i, m, s, t	Unit 1 a, i, m, s, t Unit 2: n, o, p
Reading and writing in connected text		Unit 1 (reading) a, i, m, s, t	Unit 1 (writing) a, i, m, s, t Unit 2 (reading) n, o, p
Introduce HFW (not decodable yet)		is, a	the, l

TERM 2 Reception	Skills - To segment, blend & manipulate sounds in CVC words Conceptual knowledge - Letters are symbols (spellings) that represent sounds from left to right across the page. - A sound can be spelled with one letter.			
Current Learning *Additional week given to this unit due to Christmas festivities.	Week 1-2	Week 3-4	Week 5-6	Week 7
Review Learning Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.	Unit 4: d, e, f, v Unit 3: b, c, g, h Unit 2: n, o, p	Unit 5: k, l, r, u Unit 4: d, e, f, v Unit 3: b, c, g, h	Unit 6 j, w, z Unit 5: k, l, r, u Unit 4: d, e, f, v	*Unit 6 j, w, z Unit 5: k, l, r, u Unit 4: d, e, f, v
Reading and writing in connected text	Unit 2 (writing) n, o, p Unit 3 (reading) b, c, g, h	Unit 3 (writing) b, c, g, h Unit 4 (reading) d, e, f, v	Unit 4 (writing) d, e, f, v Unit 5 (reading) k, l, r, u	Unit 4 (writing) d, e, f, v Unit 5 (reading) k, l, r, u
Introduce HFW (not decodable yet)	for, of	are	was	all

TERM 3 Reception	Skills: - To segment, blend & manipulate sounds in CVC, CVCC, VCC, and CCVC words. Conceptual knowledge: - 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).			
Current Learning *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.	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.
Review Learning Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of 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
	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
Reading and writing in connected text	and, its, went, help, just	went		
Introduce HFW (not decodable yet)	all	come, some		to

TERM 4 Reception	Skills: - To segment, blend & manipulate sounds in CVCC, CCVC, CCVCC, CVCCC, CCCVC words Conceptual knowledge: - 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.					
Current Learning	Week 1 - 2		Week 3 -4		Week 5 - 6	
	Unit 10 CCVCC, CVCCC Incorporate more words with continuants to support students' ability to segment and blend 5-sound words.	Unit 10 CCVCC, CVCCC Week 2 Increase use of non-continuants within words.	Unit 11 ck, sh, th When first presenting these spellings, introduce them in the context of CVC words before increasing the complexity of the word structure.	Unit 11 ck, sh, th Use a variation of word structures from simple to more complex to provide support and challenge: - CVC - shop - CVCC- shops - CCVC - stock - CCVCC - shrimp	Unit 11 ch , ng, wh, When first presenting these spellings, introduce them in the context of CVC words before increasing the complexity of the word structure.	Unit 11 ch , ng, wh, Use a variation of word structures from simple to more complex to provide support and challenge: - CVC - chip - CVCC- whips - CCVC - sting - CCVCC - flings - CCCVCC - scrunch
Review Learning <i>Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.</i>	Unit 9 CCVC Unit 8 CVCC, VCC		Unit 10 CCVCC, CVCCC Unit 9 CCVC		Unit 11 < ck, sh, th > Unit 9/10 CCVC, CCVCC, CCCVC	
Reading and writing in connected text	Unit 8 (writing) CVCC, VCC Unit 9 (reading) CVCC		Unit 9 (writing) CVCC Unit 10 (reading) CCVCC, CCCVC		Unit 9 (writing) CVCC Unit 10 (reading) CCVCC, CCCVC	
Introduce HFW (not decodable yet)			<i>she, there, these</i>		<i>what, where</i>	

TERM 5 Reception	Skills: - To segment, blend & manipulate sounds in CVCC, CCVC, CCVCC, CCCVC words. Conceptual knowledge: - 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).			
New Learning *Words containing < q > < u > will have a minimum of 4-sounds.	Week 1 - 2 Unit 11 *< q > < u >, ve, tch Present and provide opportunities for reading and writing words that use the new spellings in CVC words.	Week 3 - 4 Bridging Unit /k/ < c, k, ck >	Week 4 -5 Bridging Unit /w/ < w, wh>	Week 6 Bridging Unit /v/ < v, ve >
Review Learning Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.	Unit 11 ch , ng, wh, Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings: ck, sh, th	Unit 11 < q > < u >, ve, tch Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings: ch , ng, wh	Bridging Unit /k/ < c, k, ck > Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings: < q > < u >, ve, tch	Bridging Unit /w/ < w, wh> Unit 8/9/10 CVCC, CCVC, CCVCC, CVCCC including spellings from unit 11.
Reading and writing in connected text	Unit 11 (writing) < ck, sh, th > Unit 11 (reading) ch , ng, wh,	Unit 11 (writing) ch , ng, wh Unit 11 (reading) < q > < u >, ve, tch	Unit 8/9/10 with unit 11 spellings (reading/writing)	Unit 8/9/10 with unit 11 spellings (reading/writing)

TERM 6 Reception	Skills: - To segment, blend & manipulate sounds in CVCC, CCVC, CCVCC, CCCVC words. Conceptual knowledge: - 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).		
New Learning	Week 1	Week 2 - 3	Week 4 - 7
	Bridging Unit /v/ < v, ve >	Bridging Unit /ch/ < ch, tch >	Please use this time to consolidate the Initial Code, with particular emphasis on: - 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-continuant and two-letter spellings introduced in unit 11. 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. 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.
Review Learning Formative assessment should be used to determine which sound-spelling correspondences should be reviewed within the context of words.	Bridging Unit /w/ < w, wh> Unit 8/9/10 CVCC, VCC, CCVC, CCVCC, CVCCC including spellings from unit 11	Bridging Unit /v/ < v, ve > Unit 8/9/10 CVCC, VCC, CCVC, CCVCC, CVCCC including spellings from unit 11	
Reading and writing in connected text	Unit 8/9/10 with unit 11 spellings (reading/writing)	Unit 8/9/10 with unit 11 spellings (reading/writing)	

Sounds Write Phonics

Extended Code Year 1 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) Quizzing IC 9	Unit 1 /ae/ < a, ay, ai, ea > Quizzing IC 10	Unit 2 /ee/ < e, ea, ee, ie, ey > Quizzing IC 11
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 > spelling as in 'mould'. Quizzing EC 1	Unit 6 /er/ < er, ir, or, ur, ear > Quizzing EC 2	Unit 6 /er/ < er, ir, or, ur, ear > Unit 7 /e/ < e, ea, ai, ie > Quizzing EC 4	Unit 8 /ow/ < ou, ow > Quizzing EC 6	Unit 23 /oy/ < oy, oi > Quizzing EC 7
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/ < 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 /l/ 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 > Quizzing EC 8	Unit 11 /ie/ < i, ie, y, igh > Quizzing EC 23	Unit 12 /oo/ (as in b/oo/k) < oo, u, oul > Quizzing EC 10	Unit 14 /u/ < u, ou, o > Quizzing EC 11	Unit 16 /s/ < s > < ss > < c > < ce > < se > Quizzing EC 12
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	pull, 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	Unit 19 /or/ < or, aw, au, a, ar, al, oor > 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.	Unit 20 /air/ < air, are, ear, ere, eir > 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.	Unit 21 /ue/ < ue, ew, u > Note that /ue/ is two sounds /y/ /oo/. The spelling < u >, which represents the two sounds, is one letter but two sounds (like < x >). Tangential teaching: teach 'queue' – which contains three sounds: /k/ /y/ /oo/. It can be coded as < que > < ue >.	Unit 24 /ar/ < ar, a, al, au > 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/. 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.	Unit 25 /o/ < o, a > In whole-class settings, you can teach this unit in one week, as there are only two spellings to introduce.
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 > Quizzing EC 14	Unit 19 /or/ < or, aw, au, a, ar, al, oor > Quizzing EC 16	Unit 20 /air/ < air, are, ear, ere, eir > Quizzing EC 18	Unit 21 /ue/ < ue, ew, u > Quizzing EC 19	Unit 24 /ar/ < ar, a, al, au > Quizzing EC 20
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 > Quizzing EC 21	Unit 16 /s/ < s, ss, c, ce, se, sc > Quizzing EC 24	Unit 18 /l/ < l, ll, le, al, el, il, ol > Quizzing EC 25	Unit 19 /or/ < or, aw, au, a, ar, al, oor > Quizzing EC 116
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	

Sounds Write Phonics

Extended Code Year 2 Long

term overview

	First week of school	Week 2-3	Week 4-5	Week 6-7
Current Learning	CONSOLIDATION- Recap up to unit 26	EC 1/27 sound /ae/ ai/ay/ea/a-e/a/ei/ey/eigh	EC 2/29 sound /ee/ e/ee/ea/y/ey/ie/i	EC 4/32 sound /oe/ o/oa/ow/oe/ou/ough
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.			EC3 spelling <ea>	EC5 spelling <o>
Polysyllabic words			Unit 16 S	Unit 18 l
Review Lesson 3, 4, 8, and 9. Lesson 3 should only be used with Initial Code sound-spelling correspondences.		Recap up to Unit 26 Quizzing Polysyllabic initial code	EC27 Quizzing Polysyllabic initial code	EC29 Quizzing Polysyllabic initial code
Reading in Connected Text		Polysyllabic initial code	EC 27 ae	EC 29 ee
Writing in Connected Text		Polysyllabic initial code	Polysyllabic initial code	Dictation ae
Common Exception Words		they baby gave place great break	people these began even before key really please floppy he's	don't know only clothes

	Week 8	Week 9-10	Week 11-12	Week 13-14	Week 15
Current Learning	EC 8/9 sound /ow/ ou/ow	EC 10/36 sound /oo/ (moon) oo/ew/u/ue/u-e/ui/ou/ough	EC 12/13/14/15 sound /oo/ (book) oo/u/oul/ou/o	EC 6/34 sound /er/ ar/er/ir/or/ur/ear/our	EC 7 sound /e/ e/ea/ai
Grapheme Unit (Lesson 10) Teach using Lesson 10 once or twice in the 2nd week of the sound unit that is currently being taught.	EC 9 spelling <ow>		EC13 spelling<oo> EC14 <ou>		
Polysyllabic words	Unit 19 or	Unit 20 air	Unit 27 ae	Unit 29 ee	Unit 32 oe
Review Lesson 3, 4, 8, and 9. Lesson 3 should only be used with IC sound-spelling correspondences.	EC 32 Quizzing EC 27	EC 8 Quizzing 27	EC 36 Quizzing 29	EC 12 / 14 EC 29 Quizzing EC 32	EC 34 Quizzing 8
Reading in Connected Text	EC 32 oe	EC 8 ow	EC 10 oo	EC 12 oo	EC 34 er
Writing in Connected Text	Dictation ee	Dictation oe	Dictation ow	Dictation oo (moon)	Dictation oo (book)
Common Exception Words	our	through school move prove improve who to do	couldn't some come something	Were work different dragon children	said again head many any friends very

	Week 16	Week 17	Week 18	Week 19-20	Week 21
Current Learning	EC 11 sound /ie/ i/ie/y/i-e/igh	EC 16/17 sound /s/ s/ss/st/c/ce/se/sc	EC 18 sound /l/ l/l/el/il/le/ol/al/	EC 19/43 sound /or/ oar/ore/our/ough/ough	EC 20 Sound /air/ air/ ear/ are/ ere/eir/ayer/ ayor
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.		EC 17 spelling <s>			
Polysyllabic words	Unit 8 ow	Unit 36 oo	Unit 12 oo	Unit 34 er	Unit 7 e
Review Lesson 3, 4, 8, and 9 Lesson 3 should only be used with IC sound-spelling correspondences.	EC 7 Quizzing 10	EC 11 Quizzing 12	EC 16 Quizzing EC 34	EC 18 Quizzing 7	EC 43 Quizzing EC 11
Reading in Connected Text	EC 7 e	EC ae (repeat), EC ie	EC ee (repeat), EC s	EC 18 l	EC 19 or
Writing in Connected Text	Dictation er	Dictation e	Dictation ie	Dictation ae (repeat), s	Dictation ee (repeat), l
Common Exception Words	giant eyes I'll I'm I've behind kind place mind find wild child climb		little	Because* call called talk walk saw all small	there's their there where

	Week 22	Week 23	Week 24	Week 25	Week 26
Current Learning	EC 21/22 sound /ue/ ue/ ew/ u /u-e/ (ue= y+oo)	EC 23/25 sound /oi/ oi/ oy sound /o/	EC 24/26 sound /ar/ ar/ a/ al /au	EC 28 sound /d/ d/ dd/ed	EC 30/31 sound /i/ i/ui/y
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.	EC 22 spelling <ew>	EC 25 Spellings /oa/	EC 26 spelling <a>		EC 31 spelling <y>
Polysyllabic words	Unit 11 ie	Unit 16 s	Unit 18 l	Unit 43 or	Unit 20 air
Review Lesson 3, 4, 8, and 9 Lesson 3 should only be used with IC sound-spelling correspondences.	EC 20 Quizzing EC 8/ 36/ 12/14	EC 21 Quizzing EC 27, 29, 4	EC 23 Quizzing EC 34, 11	EC 24 Quizzing EC 43	EC 28 Quizzing EC 7, 16, 18,
Reading in Connected Text	EC 20 air	EC 21 ue	EC 23 oi	EC27 ae, EC 24 ar	EC29 ee, EC28 d
Writing in Connected Text	Dictation or	Dictation air	Dictation ue	Dictation oi	Dictation ar
Common Exception Words	Use you	was	are can't		

	Week 27	Week 28	Week 29	Week 30	Week 31
Current Learning	EC 33 sound /n/ n/nn/ne/gn/kn	EC 37 sound /j/ j/g/ge/dge	EC 38/39 Sound /g/ g/gg/gh/gu	EC 40/41 sound /f/ f/ff/gh/ph	EC 42 sound /m/ m/mm/mb/mn
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.			EC 39 spellings <g>	EC 41 spelling <gh>	
Polysyllabic words	Unit 21 ue	Unit 23 oi	Unit 24 ar	Unit 28 d	Unit 31 i
Review Lesson 3, 4, 8, and 9 Lesson 3 should only be used with IC sound-spelling correspondences.	EC 30 Quizzing EC 34/ II/ 43	EC 33 Quizzing EC 20, 21,	EC 37 Quizzing EC 27, 29, 4	EC 38 Quizzing EC 23, 24,	EC 40 Quizzing EC 28, 30
Reading in Connected Text	EC30 i	EC 33 n	EC 37 j	EC 38 g	EC 40 f
Writing in Connected Text	Dictation ae EC27, d	Dictation ae EC27, i	Dictation ee EC 29, n	Dictation ee EC 29, j	Dictation g
Common Exception Words	know gone	magic		laughed	climb

	Week 32	Week 33	Week 34	Week 35	Week 36
Current Learning	EC 43 sound /or/ oar/ore/our/ough/ ough	EC 45 sound /k/ c/k/ck/ch/cc	EC 44/35 sound /h/ h/wh sound /v/ v/w/ve	EC 46 sound /r/ r/rr/rh/wr	EC 47 Sound /t/ t/tt/bt/te
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.					
Polysyllabic words	Unit 33 n	Unit 37 j	Unit 38 g	Unit 40 f	Unit 42 m
Review Lesson 3, 4, 8, and 9 Lesson 3 should only be used with IC sound-spelling correspondences.	EC 42 Quizzing EC 27, 29, 4	EC 43 Quizzing EC 34/ 11/ 43	EC 45 Quizzing EC 33, 37	EC 35/ 44 Quizzing EC 38 /40	EC 46 Quizzing EC 42/ 43
Reading in Connected Text	EC 42 m	EC 43 or	EC 45 k	EC 44 h	EC 46 r
Writing in Connected Text	Dictation f	Dictation oe EC33, m	Dictation oe EC33, or	Dictation er EC34, k	Dictation er EC34, h
Common Exception Words	thought more before your	school	Who lived of have gave live I've		

	Week 37	Week 38	Week 39	Week	Week
Current Learning	EC 48 sound /z/ z/ze/zz/s/se/ss	EC 49 sound /eer/ eer/ere/ear (ee+er)	EC 50 schwa		
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.					
Polysyllabic words	Unit 43 or	Unit 45 k	Unit 44 k		
Review Lesson 3, 4, 8, and 9 Lesson 3 should only be used with IC sound-spelling correspondences.	EC 47 Quizzing EC 45, 35	EC 48 /43 Quizzing EC 44/ 46	EC 49 43 Quizzing EC 47/ 48		
Reading in Connected Text	EC 47 t	EC 48 z	EC 49 er		
Writing in Connected Text	Dictation or EC43, r	Dictation or EC43, t	Dictation or, z		
Common Exception Words	Eggs is his was as these please use	here	the across dragon children didn't along		