

Sounds-Write Progression



This is the order in which children are exposed to sound-spelling correspondences from Reception through to Year 2, following the Sounds-Write scheme of teaching Phonics.

Nursery			
Autumn	Spring	Summer	
General sound discrimination Environmental sounds Instrumental sounds Body percussion	Rhythm and rhyme Alliteration Sounds-Write Initial Code	Sounds-Write Initial Code	
Initial Code - Reception			
Unit	Word Structure	Sounds	High Frequency Words
Autumn Initial Code Units 1-7			
1	CVC	a, i, m, s, t	
2	CVC	n, o, p	is, a
3	CVC	b, c, g, h	the, I
4	CVC	d, e, f, v	for, of
5	CVC	k, l, r, u	to, are
6	CVC	j, w, z	was
7	CVC	x, y, ff, ll, ss, zz	all
Spring Initial Code Units 8-11			
8	VCC & CVCC	Using the previously taught sounds	come, some
9	CCVC		
10	CCVCC, CVCCC, CCCVC		
11		sh, ch, th, ck, wh, ng, qu	there, their, these, what, where, who

Summer
Consolidation & Bridging Lessons

/k/: < c >, < k >, < ck >
/ch/: < ch >, < tch >
/l/: < l >, < ll >, < le >
/w/: < w >, < wh >

Extended Code – Year 1

Unit	/Sounds/ Spellings	Spellings /Sounds/
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Autumn
Review of Initial Code
Extended Code Units 1-9
Introduction of Polysyllabic Words

1	/ae/ ai, ay, ea, a-e	
2	/ee/ e, ea, ee, y, ie, e-e	
3		ea /ae/ (great) & /ee/ (team)
4	/oe/ o, oa, o-e, ou, ow, oe	
5		o /oe/ (no) & /o/ (hot)
6	/er/ er, ir, or, ur	
7	/e/ e, ea, ai	
8	/ow/ ou, ow	
9		ow /ow/ (cow) & /oe/ (snow)

Spring

Extended Code Units 10-18

10	m/oo/n oo, ou, ue, ew, u-e, o	
11	/ie/ i, igh, y, ie, i-e	
12	b/oo/k oo, u, oul	
13		oo m/oo/n & b/oo/k
14	/u/ o ou u	
15		ou /ow/ (loud), /u/ (double) & /oo/ (soup)
16	/s/ s, ss, st, c, ce, se, sc	
17		s /s/ (bricks) & /z/ (his)
18	/l/ l, ll, al, el, il, le, ol	
<p>Summer Extended Code Units 19-26</p>		
19	/l/ l, ll, al, el, il, le, ol	
20	/air/ air, are, ear, ere, eir	
21	/ue/ ue, ew, u, u-e	
22		ew /oo/ (blew) & /ue/ (new)
23	/oy/ oi, oy	
24	/ar/ ar, a, al, au	
25	/o/	

	o, a	
26		a /o/ (was), /a/ (cat), /ae/ (apron) & /ar/ (father)
Extended Code – Year 2		
Unit		
Autumn Extended Code Units 27-34		
27	/ae/ ai, ay, ea, a-e, a, ei, ey, eigh	
28	/d/ d, dd, ed	
29	/ee/ e, ee, ea, y, ey, ie, I	
30	/i/ i, ui, e, y	
31		y /y/ (yellow), /i/ (hymn), /ie/ (cry) & /ee/ (happy)
32	/oe/ oe, o-e, ow, oa, ou, ough, o	
33	/n/ n, nn, ne, gn, kn	
34	/er/ ar, er, ir, or, ur, ear, our	
Spring Extended Code Units 35-42		
35	/v/ v, vv, ve	
36	m/oo/n oo, ew, u, ue, u - e, ui, ou, ough	
37	/j/ j, g, ge, dge	
38	/g/ g, gg, gh, gu	

39		^g /j/ (angel) & /g/ (gym)
40	/f/ f, ff, gh, ph	
41		^{gh} /f/ (cough) & /g/ (ghost)
42	/m/ m, mm, mb, mn	
Summer Extended Code Units 43-49		
43	/or/ oar, ore, our, augh, ough	
44	/h/ h, wh	
45	/k/ c, k, ck, ch, cc	
46	/r/ r, rr, rh, wr	
47	/t/ t, tt, bt, te	
48	/z/ z, ze, zz, s, se, ss	
49	/eer/ eer, ere, ear	
Key Stage 2		
Pupils in KS2, who have gaps in their phonics knowledge, continue to be supported through timely and effective intervention and decodable readers for older pupils. Sounds-Write is used in the teaching of weekly polysyllabic spellings at KS2.		