



# Sounds-Write sequence

## Initial Code

	NEW CODE KNOWLEDGE	SKILLS AND WORD STRUCTURE	CONCEPTUAL UNDERSTANDING
Unit 1	a, i, m, s, t	Segment, blend and manipulate sounds in CVC words	Sounds can be represented by spellings with one letter
Unit 2	n, o, p	CVC	
Unit 3	b, c, g, h	CVC	
Unit 4	d, e, f, v	CVC	



	<b>NEW CODE KNOWLEDGE</b>	<b>SKILLS AND WORD STRUCTURE</b>	<b>CONCEPTUAL UNDERSTANDING</b>
<b>Unit 5</b>	k, l, r, u	Segment, blend and manipulate sounds in CVC words	Sounds can be represented by spellings with one letter
<b>Unit 6</b>	j, w, z	CVC	
<b>Unit 7</b>	x, y, < ff >, < ll >, < ss >, < zz >	CVC	Some spellings are written with a double consonant.
<b>Unit 8</b>	No new code knowledge	VCC and CVCC 2 consonants in final position 3- & 4-sound words	



NEW CODE KNOWLEDGE	SKILLS AND WORD STRUCTURE	CONCEPTUAL UNDERSTANDING
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**Unit 9**

	CCVC 2 consonants in initial position	
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**Unit 10**

No new code knowledge	CCVCC, CVCCC, and CCCVC 3 adjacent consonants 5-7 sound words	
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**Unit 11**

sh, ch, th, ck, ng, wh, <q>, <u>, ve, and tch	VC, CVC, CVCC, CCVC, CCVCC, CVCCC and CCCVC	Some spellings are written with two or three different letters  < q > and < u > represent the sounds /k/ and /w/
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**Bridging Unit**

/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >	The same sound can be spelled in more than one way
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# Sounds-Write sequence

## Extended Code

### SKILLS:

- segment: to spell words containing the target sound;
- blend: to read words containing the target sound.

### KNOWLEDGE:

- a sound can be represented by more than one spelling;
- the most common spellings which represent the target sound.

### SOUNDS:

### SKILLS:

- to manipulate alternative sounds in and out of words.

### KNOWLEDGE:

- a spelling can represent more than one sound;
- the most common sounds represented by the target spelling.

### SPELLINGS:

**Unit 1** Sound /ae/ first spellings

**Unit 2** Sound /ee/ first spellings

**Unit 3** Spelling < ea >

**Unit 4** Sound /oe/ first spellings

**Unit 5** Spelling < o >

**Unit 6** Sound /er/ first spellings

**Unit 7** Sound /e/

**Unit 8** Sound /ow/

**Unit 9** Spelling < ow >



SOUNDS:	SPELLINGS:
<b>Unit 10</b>	Sound /oo/ (as in 'moon') first spellings
<b>Unit 11</b>	Sound /ie/
<b>Unit 12</b>	Sound /oo/ (as in 'book')
<b>Unit 13</b>	Spelling < oo >
<b>Unit 14</b>	Sound /u/
<b>Unit 15</b>	Spelling < ou >
<b>Unit 16</b>	Sound /s/
<b>Unit 17</b>	Spelling < s >
<b>Unit 18</b>	Sound /l/
<b>Unit 19</b>	Sound /or/ first spellings
<b>Unit 20</b>	Sound /air/
<b>Unit 21</b>	Sound /ue/
<b>Unit 22</b>	Spelling < ew >
<b>Unit 23</b>	Sound /oy/
<b>Unit 24</b>	Sound /ar/
<b>Unit 25</b>	Sound /o/
<b>Unit 26</b>	Spelling < a >
<b>Unit 27</b>	Sound /ae/ more spellings
<b>Unit 28</b>	Sound /d/
<b>Unit 29</b>	Sound /ee/ more spellings
<b>Unit 30</b>	Sound /i/
<b>Unit 31</b>	Spelling < y >



	SOUNDS:	SPELLINGS:
<b>Unit 32</b>	Sound /oe/ more spellings	
<b>Unit 33</b>	Sound /n/	
<b>Unit 34</b>	Sound /er/ more spellings	
<b>Unit 35</b>	Sound /v/	
<b>Unit 36</b>	Sound /oo/ (as in 'moon') more spellings	
<b>Unit 37</b>	Sound /j/	
<b>Unit 38</b>	Sound /g/	
<b>Unit 39</b>		Spelling < g >
<b>Unit 40</b>	Sound /f/	
<b>Unit 41</b>		Spelling < gh >
<b>Unit 42</b>	Sound /m/	
<b>Unit 43</b>	Sound /or/ more spellings	
<b>Unit 44</b>	Sound /h/	
<b>Unit 45</b>	Sound /k/	
<b>Unit 46</b>	Sound /r/	
<b>Unit 47</b>	Sound /t/	
<b>Unit 48</b>	Sound /z/	
<b>Unit 49</b>	Sound /eer/	



# Sounds-Write sequence

## Polysyllabic Words

### SKILLS:

- segment: to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds;
- blend: to read words by first blending sounds into syllables, and then syllables, in turn, into words.

### KNOWLEDGE:

- some words are made up of more than one syllable;
- the spelling of some common syllables, such as prefixes and suffixes;
- some polysyllabic words contain schwas.

### SEQUENCE:

In the Polysyllabic Words Lessons we start by working at sound-level, then move to syllable-level work, and we also analyse spelling difficulties in Polysyllabic Words, including schwas. Polysyllabic words are presented in a logical sequence, from simple to complex.