

Progression for Sounds-Write

| EYFS | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
|--|---|--|---|--|--|---|
| Initial code units 1-11 | Extended code 1 – 28/29 | Extend code 27 to end | extended code unit 27-end | Extended code 27 to end | Polysyllabic word building | Polysyllabic word building |
| <p>All initial sounds a-z</p> <p>3 weeks unit 1 and then 2 weeks per unit with 3 weeks on unit 10 and unit 11 so ...</p> <p>finished unit 6 by Christmas</p> <p>finished unit 10 by Easter</p> | <p>Recapping initial sound</p> <p>2 weeks per unit - overlapping lesson 10/grey objective units.</p> <p>Unit 10 by Christmas</p> <p>Unit 16 by Easter</p> <p>Unit 24 by the end of Y1</p> | <p>revisit specific units linked to children who didn't pass the phonic screening test</p> <p>ae ee ou er ie</p> <p>split sounds</p> <p>As above for Y1 carrying on from where you left off</p> <p>Unit 31 by Christmas</p> <p>Unit 38 by Easter</p> | <p>revisit specific units</p> <p>The /ʌ/ sound spelt ou</p> <p>The //ɪ sound spelt y elsewhere than at the end of words</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʒən/</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> | <p>Revisit specific units -vowel diagraphs.</p> <p>Polysyllabic word building.</p> | <p>Revisiting vowel diagraphs</p> <p>spelling choices for ai, ee, ie, oo, and ue</p> | <p>Revisiting gaps as part of interventions</p> |

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| <p>finished unit 11 (end of initial code) by May half term</p> | | <p>Unit 50 end of Summer term</p> | <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> | | | |
| <p>ff, ll, ss, zz sh,ch,th,ck, wh,ng,qu</p> | <p>Polysyllabic words</p> | <p>Polysyllabic words</p> <p>reading and Spelling of High Frequency words year 1 and 2</p> <p>Blending and segmenting</p> <p>Forming letters with new</p> | <p>Spelling patterns (using PSW lessons)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>More prefixes (dis- un- mis- in- re- il - sub- super - anti- auto -</p> | | <p>Vowel Suffixes ed ing er</p> <p>Prefixes negation dis, mis , ill, ir, im and in</p> <p>Suffixes to change word classes -ation -ly</p> | <p>Revisiting gaps as part of interventions</p> |

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| | | <p>handwriting/joining</p> <p>Capital letters</p> <p>Reading longer texts</p> <p>Writing dictations</p> | <p>suffix -ation -ly -ous -cian -tion -ssion -sion</p> | | | |
| <p>Blending and segmenting</p> <p>Forming letters</p> <p>Reading and</p> <p>Writing simple sentences</p> | <p>Blending and segmenting</p> <p>Forming letters with new handwriting</p> <p>Capital letters</p> <p>Reading longer texts</p> <p>Writing dictations</p> | | <p>Homophones and near-homophones</p> | | <p>reading and writing polysyllabic words</p> <p>say the sounds, read the syllables read the word</p> | <p>Reading and writing polysyllabic and unfamiliar vocabulary using blending and segmenting skills</p> |