

St Mark's CE Primary School – Phonics progression

Following the Sounds Write Programme

The Initial Code

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		

The Extended Code and Polysyllabic Words

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		

Year 3 overview

	Autumn	Spring	Summer
Review	Content from previously taught units based on formative assessment		
Current unit	Extended Code Units 1-17 (plus 'More spellings' 27, 29,32,34,36 with their 'First spellings' unit*) using more challenging Polysyllabic Words	Extended Code Units 18-37 (plus 'More spellings' 43 with its 'First spellings' unit*) using Polysyllabic Words	Extended Code Units 38-49 using Polysyllabic Words
Reading and writing in connected text	Reading: decodable texts from previously taught units for children who still need this, otherwise, from a wider selection of texts. Dictation: content from at least two units behind the current unit for children who still need this, otherwise, from a wider selection of texts.		

*Note that Unit 27 'More spellings' for /ae/ would be taught along with Unit 1 'First spellings' /ae/ as combined /ae/ unit. This is the same for all 'First spellings' and 'More spellings' units. This gives 33 'sound' units to be taught in Year 3.

Year 4

Using three-, four- and five-syllable words, Year 4 students should systematically review the Extended Code (combining 'First spellings' and 'More spellings' as in Year 3). This is important as it allows students to review previously taught content and further develop their knowledge of sound-spelling correspondences, whilst extending their skills in reading and spelling polysyllabic words, and meeting the National Curriculum statutory spelling objectives. This will ensure that they have mastered the knowledge and skills needed to have efficient and effective strategies for reading and spelling unfamiliar words in the wider curriculum and in their everyday lives.

Years 5, 6 and beyond

At this stage, planning for discrete teaching of reading and spelling will depend on the needs of the cohort. Sounds-Write lessons should be used to teach the reading and spelling of domain specific vocabulary as it is encountered in the wider curriculum and to meet the National Curriculum statutory spelling objectives. For example, Lesson 15 can be used to analyse words in subjects such as science, history and so on.