



# **Kingswood Parks Primary School 2022-2023**

## **Phonics Progression and Assessment Programme 'Sounds-Write' EYFS to end of Year 2**



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
FS2	<p>Teach: The Initial Code</p> <p>Segment, blend and manipulate sounds in words with the structure CVC Unit 1: a, i, m, s, t Unit 2: n, o, p Unit 3: b, c, g, h Unit 4: d, e, f, v</p> <p>Each Unit is to be taught for 2 weeks</p> <p>Teach High frequency words Unit 2: is, a Unit 3: the I Unit 4: for, of</p>	<p>Teach: The Initial Code</p> <p>Segment, blend and manipulate sounds in words with the structure CVC Unit 5: k, l, r, u Unit 6: j, w, z Unit 7: x, y, ff, ll, ss, zz</p> <p>Each Unit is to be taught for 2 weeks</p> <p>Teach High frequency words Unit 5: are Unit 6: was Unit 7: all</p>	<p>Teach: The Initial Code</p> <p>Segment, blend and manipulate sounds in words with the structure CVC Revise Units 1-7 (1 week)</p> <p>No new letters are taught. Emphasis is on manipulation</p> <p>Unit 8: VCC and CVCC Two consonants in the final position 3 and 4 sound words</p> <p>Unit 9: CCVC (Week 1 continuants, week 2 non-continuants) Each Unit is to be taught for 2 weeks</p> <p>Teach High frequency words Unit 8: come, some Unit 9: to</p>	<p>Teach: The Initial Code</p> <p>No new letters are taught. Emphasis is on manipulation</p> <p>Unit 10: CCVCC, CVCCC and CCCVC 3 adjacent consonants, 5 sound words</p> <p>Unit 10 to run concurrently with Unit 11 - Teaching two letters one sound (Lesson 1 replaced with lesson 5) Unit 11: /sh/ Unit 11: /ch/</p> <p>No new HFWd's to be taught</p>	<p>Unit 10 to run concurrently with Unit 11 - Teaching two letters one sound</p> <p>Introduce the concept one sound different spellings</p> <p>Unit 11: /ch/ and /tch/ (Lesson 6)</p> <p>Introduce the concept one sound different spellings</p> <p>Unit 11: /c/ /k/ and /ck/ (Lesson 6)</p> <p>Unit 11: /th/</p> <p>Teach High frequency words: there, their, these</p>	<p>Unit 10 to run concurrently with Unit 11 - Teaching two letters one sound</p> <p>Unit 11: /ng/</p> <p>Unit 11: /k/w/ &lt;q&gt;&lt;u&gt;</p> <p>Unit 11: /w/ /wh/</p> <p>Teach High frequency words: what, where, who</p>
Assessment Point	<p>End of Autumn 1: We expect children to be able to recognise all sounds in units 1-4 and to be able to segment and blend CVC words containing those sounds</p>	<p>End of Autumn 2: We expect children to be able to recognise all sounds in units 1-7 and to be able to segment and blend CVC words containing those sounds</p>	<p>End of Spring 1: We expect children to be able to recognise all sounds in units 1-7 and to be able to segment and blend VCC and CVCC words containing those sounds</p>	<p>End of Spring 2 We expect children to be able to recognise all sounds in units 1-11 and to be able to segment and blend CCVCC, CVCCC and CCCVC words containing those sounds Children will begin to understand that two letters can make one sound</p>	<p>End of Summer 1: We expect children to be able to segment and blend CCVCC, CVCCC and CCCVC words containing sounds in units 1-11 Children will understand that two letters can make one sound and may have different spellings</p>	<p>End of Summer 2: We expect children to be able to segment and blend CCVCC, CVCCC and CCCVC words containing sounds in units 1-11 Children will understand that two letters can make one sound and may have different spellings</p>

<p>Year 1</p>	<p>Teach the Extended Code – First Spellings</p> <p>Weeks 1 and 2 Review unit 11 Initial Code Teach Unit 1 /ae/ &lt;ai&gt; &lt;ay&gt; &lt;ea&gt; &lt;a-e&gt;</p> <p>Weeks 3 and 4 Review Unit 1 Extended code /ae/ Teach Unit 2 /ee/ &lt;e&gt; &lt;ee&gt; &lt;ea&gt; &lt;y&gt; Teach Unit 3 Spelling &lt;ea&gt;</p> <p>Weeks 5 and 6 Review Extended code /ae/ /ee/ Teach Unit 4 /oe/ &lt;o&gt; &lt;oe&gt; &lt;o-e&gt; &lt;oa&gt; &lt;ow&gt; Teach Unit 5 Spelling &lt;o&gt;</p> <p>Week 6 Teach Initial Code Polysyllabic words</p> <p>Weeks 7 and 8 Review Extended code /ae/ /ee/ /oe/ Teach Unit 6 /er/ &lt;er&gt; &lt;ir&gt; &lt;or&gt; &lt;ur&gt;</p> <p>Teach Extended Code Polysyllabic words /ae/</p>	<p>Teach the Extended Code – First Spellings</p> <p>Weeks 1 and 2 Review Extended code /ae/ /ee/ /oe/ /er/ Teach Unit 7 /e/ &lt;e&gt; &lt;ea&gt; &lt;ai&gt;</p> <p>Teach Extended Code Polysyllabic words /ee/</p> <p>Weeks 3 and 4 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ &lt;ou&gt; &lt;ow&gt; Teach Unit 8 /ow/ &lt;ou&gt; &lt;ow&gt; Teach Unit 9 Spelling &lt;ow&gt;</p> <p>Teach Extended Code Polysyllabic words /oe/</p> <p>Weeks 5 and 6 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ Teach Unit 10 m/oo/n &lt;oo&gt; &lt;ew&gt; &lt;ue&gt; &lt;u-e&gt; &lt;o&gt;</p> <p>Teach Extended Code Polysyllabic words /er/</p>	<p>Teach the Extended Code – First Spellings</p> <p>Weeks 1 and 2 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ &lt;i&gt; &lt;ie&gt; &lt;y&gt; &lt;i-e&gt; &lt;igh&gt;</p> <p>Teach Extended Code Polysyllabic words /e/</p> <p>Weeks 3 and 4 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ Teach Unit 12 b/oo/k &lt;oo&gt; &lt;u&gt; &lt;oul&gt; Teach Unit 13 Spelling &lt;oo&gt;</p> <p>Teach Extended Code Polysyllabic words /ow/</p> <p>Weeks 5 and 6 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ Teach Unit 14 /u/ &lt;u&gt; &lt;ou&gt; &lt;o&gt; Teach Unit 15 Spelling &lt;ou&gt;</p> <p>Teach Extended Code Polysyllabic words /oo/</p>	<p>Teach the Extended Code – First Spellings</p> <p>Weeks 1 and 2 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ Teach Unit 16 /s/ &lt;s&gt; &lt;ss&gt; &lt;st&gt; &lt;c&gt; &lt;ce&gt; &lt;se&gt; &lt;sc&gt; Teach Unit 17 Spelling &lt;s&gt;</p> <p>Teach Extended Code Polysyllabic words /ie/</p> <p>Weeks 3 and 4 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ Teach Unit 18 /l/ &lt;l&gt; /l&gt; &lt;al&gt; &lt;el&gt; /l&gt; &lt;le&gt; &lt;ol&gt;</p> <p>Teach Extended Code Polysyllabic words /oo/</p> <p>Weeks 5 and 6 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ Teach Unit 19 /or/ &lt;or&gt; &lt;aw&gt; &lt;a&gt; &lt;ar&gt; &lt;au&gt; &lt;al&gt;</p> <p>Teach Extended Code Polysyllabic words /u/</p>	<p>Teach the Extended Code – First Spellings</p> <p>Weeks 1 and 2 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ /or/ Teach Unit 20 /air/ &lt;air&gt; &lt;are&gt; &lt;ear&gt; &lt;ere&gt; &lt;eir&gt; &lt;ayer&gt; &lt;ayor&gt;</p> <p>Teach Extended Code Polysyllabic words /s/</p> <p>Weeks 3 and 4 Review Unit 1 Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ /or/ /air/ /ue/ /oy/ /ar/ Teach Unit 21 /ue/ &lt;ue&gt; &lt;ew&gt; &lt;u&gt; &lt;u-e&gt; Teach Unit 22 Spelling &lt;ew&gt;</p> <p>Teach Extended Code Polysyllabic words /l/</p> <p>Weeks 5 and 6 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ /or/ /air/ /ue/ /oy/ /ar/ Teach Unit 23 /oy/ &lt;oi&gt; &lt;oy&gt;</p> <p>Teach Extended Code Polysyllabic words /or/</p>	<p>Teach the Extended Code – First Spellings</p> <p>Weeks 1 and 2 Review Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ /or/ /air/ /ue/ /oy/</p> <p>Teach Unit 24 /ar/ &lt;ar&gt; &lt;a&gt; &lt;al&gt; &lt;au&gt;</p> <p>Teach Extended Code Polysyllabic words /l/</p> <p>Weeks 3 and 4 Review Unit 1 Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ /or/ /air/ /ue/ /oy/ /ar/</p> <p>Teach Unit 25 /o/ &lt;o&gt; &lt;a&gt; Teach Unit 26 Spelling &lt;a&gt;</p> <p>Phonics Check</p> <p>Review Unit 1 Extended code /ae/ /ee/ /oe/ /er/ /e/ /ow/ /oo/ /ie/ /oo/ /u/ /s/ /l/ /or/ /air/ /ue/ /oy/ /ar/ /o/</p>
<p>Assess ment point</p>	<p>End of Autumn 1 Read and spell <b>two letter words (Y1 CEW)</b> a, do, to, of, is, I, be, he, me, we, no, go, so, by, my,  Read tricky words taught so far.</p>	<p>End of Autumn 2 : Read and spell three letters words (Y1 CEW) The, are, was, his, has, you, she, one, ask, put, our Read tricky words taught so far.</p>	<p>End of Spring 1: Recognise 75% of digraphs taught so far.  Read tricky words taught so far.  <b>Read and spell Four letter words (Y1 CEW)</b> love, come, some once, push, pull, full,</p>	<p>End of Spring 2: Recognise all digraphs taught so far  Read tricky words taught so far.  <b>Read and spell Four letter words (Y1 CEW)</b> They said, says your, were here,</p>	<p>End of Summer 1 Recognise all digraphs taught so far  Read and spell words with 5 or more letter (Y1 CEW) today there, where friend, school, house</p>	<p>End of Summer 2 Phonics Check Real and nonsense words</p>

<p>Year 2</p> <p>Teach the Extended Code – More Spellings</p> <p>Complete Diagnostic Test</p> <p>Weeks 1 and 2 Review unit 24 /ar/ Teach Unit 27 /ae/ &lt;ai&gt; &lt;ay&gt; &lt;ea&gt; &lt;a-e&gt; &lt;a&gt; &lt;ei&gt; &lt;ey&gt; &lt;eigh&gt;</p> <p>Teach Extended Code Polysyllabic words /or/</p> <p>Weeks 3 and 4 Review unit 25 /o/ &lt;o&gt; &lt;a&gt; Teach Unit 28 /d/ &lt;d&gt; &lt;dd&gt; &lt;ed&gt;</p> <p>Teach Extended Code Polysyllabic words /air/</p> <p>Weeks 5 and 6 Review unit 27 /ae/ Teach Unit 29 /ee/ &lt;e&gt; &lt;ee&gt; &lt;ea&gt; &lt;y&gt; &lt;ey&gt; &lt;ie&gt; &lt;i&gt;</p> <p>Teach Extended Code Polysyllabic words /ue/</p> <p>Weeks 7 and 8 Review Unit 28 /d/ Teach Unit 30 /i/ &lt;i&gt; &lt;ui&gt; &lt;e&gt; &lt;y&gt; Teach Unit 31 Spelling &lt;y&gt;</p> <p>Teach Extended Code Polysyllabic words /oy/</p>	<p>Teach the Extended Code – More Spellings</p> <p>Weeks 1 and 2 Review unit 29 /ee/ Teach Unit 32 /oe/ &lt;oe&gt; &lt;o-e&gt; &lt;ow&gt; &lt;oa&gt; &lt;ou&gt; &lt;ough&gt; &lt;o&gt;</p> <p>Teach Extended Code Polysyllabic words /ar/</p> <p>Weeks 3 and 4 Review unit 30 /i/ Teach Unit 33 /n/ &lt;n&gt; &lt;nn&gt; &lt;ne&gt; &lt;gn&gt; &lt;kn&gt;</p> <p>Teach Extended Code Polysyllabic words /o/</p> <p>Weeks 5 and 6 Review unit 32 /ae/ Teach Unit 34 /er/ &lt;ar&gt; &lt;er&gt; &lt;ir&gt; &lt;or&gt; &lt;ur&gt; &lt;ear&gt; &lt;our&gt;</p> <p>Teach Extended Code Polysyllabic words /ae/</p>	<p>Teach the Extended Code – More Spellings</p> <p>Complete Diagnostic Test for those pupils not 'on track'</p> <p>Weeks 1 and 2 Review unit 33 /n/ Teach Unit 35 /v/ &lt;v&gt; &lt;vv&gt; &lt;ve&gt;</p> <p>Teach Extended Code Polysyllabic words /d/</p> <p>Weeks 3 and 4 Review unit 34 /er/ Teach Unit 36 m/oo/n &lt;oo&gt; &lt;ew&gt; &lt;u&gt; &lt;ue&gt; &lt;u-e&gt; &lt;ui&gt; &lt;ou&gt; &lt;ough&gt;</p> <p>Teach Extended Code Polysyllabic words /ee/</p> <p>Weeks 5 and 6 Review unit 35 /v/ Teach Unit 37 /j/ &lt;j&gt; &lt;g&gt; &lt;ge&gt; &lt;dge&gt;</p> <p>Teach Extended Code Polysyllabic words /i/</p>	<p>Teach the Extended Code – More Spellings</p> <p>Weeks 1 and 2 Review unit 36 m/oo/n Teach Unit 38 /g/ &lt;g&gt; &lt;gg&gt; &lt;gh&gt; &lt;gu&gt; Teach Unit 39 Spelling &lt;g&gt;</p> <p>Teach Extended Code Polysyllabic words /oe/</p> <p>Weeks 3 and 4 Review unit 37 /j/ Teach Unit 40 /f/ &lt;f&gt; &lt;ff&gt; &lt;gh&gt; &lt;ph&gt; Teach Unit 41 Spelling &lt;gh&gt;</p> <p>Teach Extended Code Polysyllabic words /n/</p> <p>Weeks 5 and 6 Review unit 38 /g/ Teach Unit 42 /m/ &lt;m&gt; &lt;mm&gt; &lt;mb&gt; &lt;mn&gt;</p> <p>Teach Extended Code Polysyllabic words /er/</p>	<p>Teach the Extended Code – More Spellings</p> <p>Complete Diagnostic Test for those pupils not 'on track'</p> <p>Weeks 1 and 2 Review unit 40 /g/ Teach Unit 43 /or/ &lt;oar&gt; &lt;ore&gt; &lt;our&gt; &lt;augh&gt; &lt;ough&gt;</p> <p>Teach Extended Code Polysyllabic words /v/</p> <p>Weeks 3 and 4 Review unit 42 /m/ Teach Unit 44 /h/ &lt;h&gt; &lt;wh&gt;</p> <p>Teach Extended Code Polysyllabic words m/oo/n</p> <p>Weeks 5 and 6 Review unit 43 /or/ Teach Unit 45 /k/ &lt;c&gt; &lt;k&gt; &lt;ck&gt; &lt;ch&gt; &lt;cc&gt;</p> <p>Teach Extended Code Polysyllabic words /j/</p>	<p>Teach the Extended Code – More Spellings</p> <p>Weeks 1 and 2 Review unit 44 /h/ Teach Unit 46 /r/ &lt;r&gt; &lt;rr&gt; &lt;rh&gt; &lt;wr&gt;</p> <p>Teach Extended Code Polysyllabic words /g/</p> <p>Weeks 3 and 4 Review unit 45 /k/ Teach Unit 47 /t/ &lt;t&gt; &lt;tt&gt; &lt;bt&gt; &lt;te&gt;</p> <p>Teach Extended Code Polysyllabic words /f/</p> <p>Weeks 5 and 6 Review unit 46 /r/ Teach Unit 48 /z/ &lt;z&gt; &lt;ze&gt; &lt;zz&gt; &lt;s&gt; &lt;se&gt; &lt;ss&gt;</p> <p>Teach Extended Code Polysyllabic words /m/</p> <p>Weeks 7 Review unit 47 /t/ 48 /z/ Teach Unit 49 /eer/ &lt;eer&gt; &lt;ere&gt; &lt;ear&gt;</p> <p>Teach Extended Code Polysyllabic words /or/</p> <p>KS1 SATS</p>
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Formative Assessment point	End of Autumn 1: As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	End of Autumn 2: Word endings to be written with correct spelling choice	End of Spring Applying spelling rule to words with suffix (change y into an i, drop e, double consonant, do nothing)	Mid-Summer 2  Phonics Check Real and Nonsense words	<b><u>End of Summer 2</u></b> <b><u>Read and spell all 64 of the Year 2 CEW</u></b>	
Read CEW	End of Autumn -door, floor, poor, -find, kind, mind, behind, -could, should, would -because -child, children* wild climb, -most, only, -both, old, cold, gold, hold, told -Christmas -Mr/Mrs  (can be maths related) -Half, money, whole, any, many, hour		End of Spring  -every, everybody, even, -great, break, steak, -fast, last, past -pretty, beautiful -class, grass, pass -plant, path, bath, -move, prove, improve -after, eye, -sure, sugar -who - father, parents -clothes -busy -people -water -again		<b><u>End of Summer</u></b>  <b><u>Be able to read all 64 of the Year 2 CEW</u></b>  <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	
Spell CEW	End of Autumn 1 -Door, floor, poor, -find, kind, mind, behind, -could, should, would -because	End of Autumn 2 -climb, wild, child, children*, -most, only, -both, old, cold, gold, hold, told -Christmas	End of Spring 1 -every, everybody, even, -great, break, steak, -fast, last, past -pretty, beautiful	End of Spring 2 -class, grass, pass -plant, path, bath, -move, prove, improve -After, -eye, - hour,	End of Summer 1 -any, many, -sure, sugar, -who, whole, -Mr, Mrs, father, parents	End of Summer 2 -clothes, -busy, -people, -water, -again, -half, -money,