

Reception Weekly Overview – to start week 3 of the new term.

(Subject to cohort)

Term1	Term 2	Term 3
<p>Initial Code: Units 1 – 7</p> <ul style="list-style-type: none"> Unit 1 (2 wks) Unit 2 (2 wks) Unit 3 (2 wks) Unit 4 (2 wks) Unit 5 (2 wks) Unit 6 (2 wks) Unit 7 (2 wks) 	<p>Initial Code: Units 8 – 10</p> <ul style="list-style-type: none"> Unit 8 (2 wks) Unit 9 (2 wks): Wk 1 CCVC (continuants) Wk 2 CCVC (non-continuants) + Unit 11 /sh/ (fish/mash CVC) Unit 10 + continuing Unit 11 <p>How far you get in Term 2 will depend on where Easter falls. If Easter falls early, simply continue in Term 3 from where you left off in Term 2.</p>	<p>Initial Code: Unit 10 to run concurrently with:</p> <p>Initial Code: Unit 11)</p> <ul style="list-style-type: none"> Unit 11 - /sh/ - < sh > Unit 11 - /ch/ - < ch > Unit 11 - /th/ - < th > un/voiced Unit 11 - /k/ - < ck > Unit 11 - /ng/ - < ng > & < n > Unit 11 - /k/w/ - < q > < u > Unit 11 - /w/ - < wh > <p>Lesson 6 – Bridging Units (Downloadable file #39)</p>

Timelines for Units 8 to 11 will vary depending on students' level

of mastery of the code in Units 1 to 7. The aim is for 'most' children to have

completed the initial code by the end of the first half of the Summer term.

The second half of the summer term should then enable us to allow plenty of time for consolidation and for teaching the bridging units.

The key aspect to focus on for Units 8 to 11 is mastery of the skills of segmenting and blending of adjacent consonants.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit 1 Wk 1 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search)	Unit 1 Wk 2 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search) Sound-Swap (Lesson 3) with Unit 1 words	Unit 2 Wk 1 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search)	Unit 2 Wk 4 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search) Sound Swap (Lesson 3) with Unit 2 words	Unit 3 Wk1 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search)	Unit 3 Wk 2 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search) Sound-Swap (Lesson 3) with Unit 3 words	Unit 4 Wk 1 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search)	Unit 4 Wk 2 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search) Sound-Swap (Lesson 3) with Unit 4 words
		Sound Swap (Lesson 3) with Unit 1	Reading in text (Lesson 4) and decodable texts with Unit 1 words	Sound Swap (Lesson 3) with Unit 2 Reading in text (Lesson 4) and decodable texts with Unit 2 words Dictation (Lesson 4a) with Unit 2 words	Reading in text (Lesson 4) and decodable texts with Unit 2 words Dictation (Lesson 4a) with Unit 2 words	Sound Swap (Lesson 3) with Unit 3 words Reading in text (Lesson 4) and decodable texts with Unit 3 words	Reading in text (Lesson 4) and decodable texts with Unit 3 words
						Dictation (Lesson 4a) with Units 1 and 2 words	Dictation (Lesson 4a) with Units 1 and 2 words

Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 5 Wk 1 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search)	Unit 5 Wk 2 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search) Sound-Swap (Lesson 3) with Unit 5 words	Unit 6 Wk 1 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search)	Unit 6 Wk 2 Word Building (Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search) Sound-Swap (Lesson 3) with Unit 6 words	Unit 7 Wk 1 Word Building (Lesson 5 and Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search)	Unit 7 Wk 2 Word Building (Lesson 5 and Lesson 1) Word Reading (Lesson 4) (+ Lesson 2, Symbol Search) Sound-Swap (Lesson 3) with Unit 7 words
Sound-Swap (Lesson 3) with Unit 4 words Reading in text (Lesson 4) and decodable texts with Unit 4 words	Reading in text (Lesson 4) and decodable texts with Unit 4 words	Sound-Swap (Lesson 3) with Unit 5 words Reading in text (Lesson 4) and decodable texts with Unit 5 words	Reading in text (Lesson 4) and decodable texts with Unit 5 words	Sound-Swap (Lesson 3) with Unit 6 words Reading in text (Lesson 4) and decodable texts with Unit 6 words	Reading in text (Lesson 4) and decodable texts with Unit 6 words
Dictation (Lesson 4a) with Unit 3 words	Dictation (Lesson 4a) with Unit 3 words	Dictation (Lesson 4a) with Unit 4 words	Dictation (Lesson 4a) with Unit 4 words	Dictation (Lesson 4a) with Unit 5 words	Dictation (Lesson 4a) with Unit 5 words

Achieving mastery Students will only be achieving mastery after substantial practice.

It will take time for them to internalise the knowledge and skills and for these to become automatic.

The table below shows when 'most' students should be achieving mastery for each unit.

<u>Unit</u>	<u>Recognise code</u> (Lesson 1 & 2)	<u>Read code (fluency)</u> (Lesson 4 & in decodable books) <u>Manipulate code</u> (Lesson 3)	<u>Write code</u> (Within connected text) (Lesson 4a - Dictation)
1	End of Unit 1	End of Unit 2 or mid-unit 3	End of Unit 4
2	End of Unit 2	End of Unit 3 or mid-unit 4	End of Unit 5
3	End of Unit 3	End of Unit 4 or mid-unit 5	End of Unit 6
4	End of Unit 4	End of Unit 5 or mid-unit 6	End of Unit 7
5	End of Unit 5	End of Unit 6 or mid-unit 7	End of Unit 8
6	End of Unit 6	End of Unit 7 or mid-unit 8	End of Unit 9
7	End of Unit 7	End of Unit 8 or mid-unit 9	End of Unit 10

Extended Code:

YEAR 1 UNIT 1 –26

ALWAYS ensure your phonics session has time to review previous sounds, this can be through Read and Spell, Dictation or Sound Swap.

ALWAYS track your children against their fortnight quizzes (recorded in their SW book) on the Sounds Write Excel tracker.

ALWAYS assess your Bottom 20% in November, March and June

ALWAYS ensure the children who are struggling to keep up with the pace receive daily brief keep up lessons with a trained SW deliverer. Any children working below expectation to receive an additional Sounds Write session x 4 per week at their stage. If most children need to review the previous code or units then consider a shorter additional daily phonics session for the class.

ALWAYS record in children’s Sounds Write book at least x 2 per week.

Autumn term A	Autumn term B	Spring term A	Spring term B	Summer term A	Summer term B
<p><u>WEEK 1&2 – UNIT 1 /ae/</u></p> <p><u>WEEK 3&4 – UNIT 2 /ee/</u> (plus drop in unit 3 ea)</p> <p><u>WEEK 5&6 – UNIT 4 /oe/</u></p>	<p><u>WEEK 1&2 – UNIT 6 /er/</u> plus drop in unit 5 /o/</p> <p><u>WEEK 3&4 – UNIT 7 /e/</u></p> <p><u>WEEK 5&6 – UNIT 8 /ow/</u></p>	<p>WEEK 1&2 – UNIT 9 /ow/ (ow cow and /oe/ snow)</p> <p>WEEK 3&4 – UNIT 10 m/oo/n (oo, ou, ue, ew, u-e, o)</p> <p>WEEK 5&6 – UNIT 11 /ie/ (l, igh, y, ie, l-e)</p>	<p>WEEK 1&2 – UNIT 12 b/oo/k (oo, u, oul)</p> <p>WEEK 3&4 – 14 /u/ (o ou u) also drop in oo (m/oo/n and b/oo/k - ADD A LESSON FOR UNIT 15 – ou spelling different sound – double / loud / and soup)</p> <p>WEEK 5&6 – UNIT 16 /s/ (s, ss, st, c, ce, se, sc) ALSO ADD IN LESSONS FROM UNIT 17 /s/ (bricks and /z/ in his)</p>	<p>WEEK 1&2 – UNIT 18 /l/ (l, ll, al, el, il, le, ol)</p> <p>WEEK 3&4 – UNIT 19 /or/ (or, aw, au, a, ar, al)</p> <p>WEEK 5&6 – UNIT 20 /air/ (air, are, ear, ere, eir)</p>	<p>WEEK 1&2 – UNIT 21 /ue/ (ue, ew, u, u-e) also include lessons from unit 22 /ew/ /oo/ and /ue/</p> <p>WEEK 3 – UNIT 23 /oy/ (oi, oy)</p> <p>WEEK 4&5 – UNIT 24 /ar/ (ar, a ,al, au)</p> <p>WEEK 6 – UNIT 25 /o/ (o, a) Drop in lessons from unit 26 /o/ (was) /a/ (cat), /ae/ apron and /ar/ (father)</p>

YEAR 2 UNIT 27-49

ALWAYS ensure your phonics session has time to review previous sounds, this can be through Read and Spell, Dictation or Sound Swap.

ALWAYS track your children against their fortnight quizzes (recorded in their SW book) on the Sounds Write Excel tracker.

ALWAYS assess your Bottom 20% in November, March and June

ALWAYS ensure the children who are struggling to keep up with the pace receive daily brief keep up lessons with a trained SW deliverer. Any children working below expectation to receive an additional Sounds Write session x 4 per week at their stage. If most children need to review the previous code or units then consider a shorter additional daily phonics session for the class.

ALWAYS record in children's Sounds Write book at least x 3 per week.

Autumn term A	Autumn term B	Spring term A	Spring term B	Summer term A	Summer term B
WEEK 1&2 – UNIT 27 /ae/ (ai, ay, ea, a-e, a, ei, ey, eigh)	WEEK 1&2 – UNIT 30 /i/ (i, ui, e, y) also include unit 31 /y/ (yellow, /i/ hymn, /ie/ cry, amd /ee/ happy)	WEEK 1&2 – UNIT 34 /er/ (ar, er, ir, or, ur, ear, our)	WEEK 1&2 – UNIT 37 /j/ (j, g, ge, dge)	WEEK 1&2 – UNIT 42 /m/ (m, mm, mb, mn)	WEEK 1 UNIT 45 /k/ (k, c, ck, ch, cc)
WEEK 3&4 – UNIT 28 /d/ (d, dd, ed)	WEEK 3&4 – UNIT 32 /oe/ (oe, o-e, oa, ou, ough, o)	WEEK 3&4 – UNIT 35 /v/ (v, vv, ve)	WEEK 3&4 – UNIT 38 /g/ (g, gg, gh, gu) also include lessons for unit 39 /g/ as in (j angel and /g/ gym)	WEEK 3&4 – UNIT 43 /or/ (oar, ore, our, augh, ough)	WEEK 2&3 UNIT 46 /r/ (r, rr, rh, wr)
WEEK 5&6 – UNIT 29 /ee/ (e, ee, ea, y, ey, ie, l)	WEEK 5&6 – UNIT 33 /n/ (n, nn, ne, gn, kn)	WEEK 5&6 – UNIT 36 m/oo/n (oo, ew, u, ue, u-e, ui, ou, ough)	WEEK 5&6 – UNIT 40 /f/ (f, ff, gh, ph) also include lessons from unit 41 /gh/ (/f/ as in cough and /g/ as in ghost)	WEEK 5&6 – UNIT 44 /h/ (h, wh)	WEEK 4&5 UNIT 47 /t/ (t, tt, bt, te)
					WEEK 5 UNIT 48 /z/ (z, ze, zz, s, se, ss)
					WEEK 6 UNIT 49 /eer/ (eer, ere, ear)

YEAR 3 UNIT 1 – 49 with 1 unit per week – at a quick pace

ALWAYS ensure your phonics session has time to review previous sounds, this can be through Read and Spell, Dictation or Sound Swap.

ALWAYS track your children against their fortnight quizzes (recorded in their SW book) on the Sounds Write Excel tracker.

ALWAYS assess your Bottom 20% in November, March and June

**ALWAYS ensure the children who are struggling to keep up with the pace receive daily brief keep up lessons with a trained SW deliverer. Any children working below expectation to receive an additional Sounds Write session x 4 per week at their stage.
Record in children's Sounds Write book at least 3 x per week.**

Autumn term A	Autumn term B	Spring term A	Spring term B	Summer term A	Summer term B
WEEK 1 – UNIT 1 WEEK 2 – UNIT 2/3 WEEK 3 – UNIT 4/5 WEEK 4 – UNIT 6 WEEK 5 – UNIT 7 WEEK 6 – UNIT 8/9 Polysyllabic words Year group words	WEEK 1 – UNIT 10 WEEK 2 – UNIT 11 WEEK 3 – UNIT 12 / 13 WEEK 4 – UNIT 14 /15 WEEK 5 – UNIT 16 / 17 WEEK 6 – UNIT 18 Polysyllabic words Year group words	WEEK 1 – UNIT 19 WEEK 2 – UNIT 20 WEEK 3 – UNIT 21 / 22 WEEK 4 – UNIT 23 WEEK 5 – UNIT 24 WEEK 6 – UNIT 25 / 26 Polysyllabic words Year group words	WEEK 1 – UNIT 27 WEEK 2 – UNIT 28 WEEK 3 – UNIT 29 WEEK 4 – UNIT 30 / 31 WEEK 5 – UNIT 32 WEEK 6 – UNIT 33 Polysyllabic words Year group words	WEEK 1 – UNIT 34 WEEK 2 – UNIT 35 WEEK 3 – UNIT 36 WEEK 4 – UNIT 37 WEEK 5 – UNIT 38 / 39 WEEK 6 – UNIT 40 / 41 Polysyllabic words Year group words	WEEK 1 – UNIT 42 WEEK 2 – UNIT 43 WEEK 3 – UNIT 44 / 45 WEEK 4 – UNIT 46 WEEK 5 – UNIT 47 WEEK 6 – UNIT 48 WEEK 7 – UNIT 49 Polysyllabic words Year group words

YEAR 4

**Still having a 30min x 5 per week SW session – using the lessons and additional game ideas to teach
Any children working below expectation to receive an additional Sounds Write session x 4 per week at their stage.
Record in children's Sounds Write book x3 per week.**

Autumn term A	Autumn term B	Spring term A	Spring term B	Summer term A	Summer term B
Review initial code unit 8, 9, 10 and 11	Review extended code	Review extended code	Review extended code	Review extended code	Review extended code
Review extended code	Polysyllabic words	Polysyllabic words	Polysyllabic words	Polysyllabic words	Polysyllabic words
Polysyllabic words	Homophones	Homophones	Homophones	Homophones	Homophones
Homophones	Year group spellings	Year group spellings	Year group spellings	Year group spellings	Year group spellings
Year group spellings					

YEAR 5 and 6

Still having a 20min x 3 per week SW session – using the lessons and additional game ideas to teach:

ALSO reviewing units from the extended code when needed

Any children working below expectation to receive an additional Sounds Write session x 4 per week at their stage.

Record in children's Sounds Write book x3 per week.

Autumn term A	Autumn term B	Spring term A	Spring term B	Summer term A	Summer term B
4-5 Polysyllabic words Year group spellings Dictation					

Children who fall outside the 'most' will have additional Sounds write sessions taught at their point in which they are working at in EYFS, KS1 and KS2.