

Phonics Overview



Nursery

In Nursery, children develop the essential foundations needed for later success in reading and spelling through our "Getting Ready for Phonics" provision.

At this stage, the focus is on developing listening, attention and sound awareness. Children are not yet taught letter-sound correspondences; instead, they learn to hear, identify and work with sounds in spoken language.

Our provision is organised into seven key areas:

- General Sound Discrimination – Environmental Sounds
- General Sound Discrimination – Instrumental Sounds
- General Sound Discrimination – Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

Through these activities, children develop the auditory skills and awareness of sounds that underpin the Sounds-Write programme.

This strong foundation ensures that, when children begin formal phonics teaching in Reception, they are ready to engage with the sound-spelling code with confidence.

Reception

1st Term

Initial Code (Units 1-7)

Introduce an average of two 'new' sounds per week always in the context of word building (i.e. sound to letter) and practised through reading, writing, sound swap and symbol search activities.

Pupils will understand that two letters can spell one sound and be able to read and spell words containing sounds from Units 1-7.

2nd Term

Initial Code (Units 8 – 11)

Children will be able to read and spell words containing adjacent consonants (four and five sounds).

3rd Term

Bridging Unit

Consolidation of previous units. Bridging Lessons into the Extended Code using lesson 6, 7 and 8.

Through the teaching in these lessons children will come to understand that the same sound can be spelled in different ways.

Year 1

Extended Code (Units 1-26)

In Year 1 we teach the concepts, skills and knowledge using Sounds-Write Extended Code Lessons 1-10 taking 1-2 weeks per unit.

By doing Sounds-Write Lesson 10, children will understand that the same spelling in English can represent different sounds.

By Unit 4 in the Extended Code, children will begin reading and spelling words of more than one syllable (polysyllabic words).

They will start with 2 syllable words and progress to 3 and 4 syllable words.

Year 2

Extended Code (Units 27-49)

In Year 2, children continue to develop their reading and spelling through the Sounds-Write programme, focusing on consolidation of prior learning and progression through the Extended Code (Units 27–49).

Children will continue to practise reading and spelling polysyllabic words.

Phonics - Sounds-Write Units

Reception - Initial Code

Unit	Word Structure	New Code Knowledge	New High Frequency Words	Conceptual Understanding
IC Unit 1	CVC	a, i, m, s, t		Sounds can be represented by spellings with one letter
IC Unit 2	CVC	n, o, p	is, a	
IC Unit 3	CVC	b, c, g, h	the, l	
IC Unit 4	CVC	d, e, f, v	for, of	
IC Unit 5	CVC	k, l, r, u	to, are	Sounds can be represented by spellings with one letter
IC Unit 6	CVC	j, w, z	was	
IC Unit 7	CVC	x, y, <ff>, <ll>, <ss>, <zz>	all	Some spellings are written with a double consonant
IC Unit 8	VCC and CVCC	Using the previously taught code	come, some	
IC Unit 9	CCVC			
IC Unit 10	CCVCC, CVCCC, and CCCVC			
IC Unit 11		<sh>, <ch>, <th>, <ck>, <ng>, <wh>, <q> <u>, <ve>, <tch>	there, their, these, what, where, who	Some spellings are written with two or three different letters <q> and <u> represent the sounds /k/ and /w/
Bridging Unit	/k/: <c>, <k>, <ck> /ch/: <ch>, <tch> /w/: <w>, <wh>			The same sound can be spelled in more than one way





Phonics - Sounds-Write Units



Year One - Extended Code

Unit	Sounds /Spellings/	Spellings /Sounds/	High Frequency Words
EC Unit 1	/ae/ ai, ay, a-e, ae		they, came, day, made, make
EC Unit 2	/ee/ ee, ea, e, y, ie, e-e		he, she, we, me, be, see, very
EC Unit 3	/ea/ <ea> (great) and <ee> (team) *same spelling different sound		
EC Unit 4	/oe/ oa, ow, o, o-e, oe		so, go, no, don't, oh, old
EC Unit 5	/o/ <oe> (no) and <o> (hot) *same spelling different sound		
EC Unit 6	/er/ er, ir, ur, or, ere		her, were
EC Unit 7	/e/ e, ea, ai		said
EC Unit 8	/ow/ ow, ou		out, down, now, about, house
EC Unit 9	/ow/ <ow> (cow) and <oe> (snow) *same spelling different sound		
EC Unit 10	m/oo/n oo, ou, ue, ew, u-e, o		to, you, do, into, too
EC Unit 11	/ie/ i, igh, y, ie, i-e		I, my, like, by, time, I'm

Unit	Sounds /Spellings/	Spellings /Sounds/	High Frequency Words
EC Unit 12	b/oo/k oo, oul, u		look, looked, put, could
EC Unit 13	/ow/ <oo> (moon) and <oo> (book) *same spelling different sound		
EC Unit 14	/u/ o, u		some, come
EC Unit 15	/ou/ <ow> (loud), <u> (double) and <oo> (soup) *same spelling different sound		
EC Unit 16	/s/ s, ss, st, c, ce, se, sc		house (revisit)
EC Unit 17	/s/ <s> (bricks) and <z> (his) *same spelling different sound		
EC Unit 18	/l/ l, ll, al, el, il, le, ol		little
EC Unit 19	/or/ or, aw, au, a, ar, al		for, all, your, called, saw
EC Unit 20	/air/ air, are, ear, ere, eir		there, their
EC Unit 21	/ue/ ue, ew, u, u-e		
EC Unit 22	/ew/ <oo> (blew) and <ue> (new) *same spelling different sound		
EC Unit 23	/oy/ oi, oy		
EC Unit 24	/ar/ ar, a, al, au		are
EC Unit 25	/o/ o, a		was, what
EC Unit 26	/a/ <o> (was), <a> (cat), <ae> (apron) & <ar> (father) *same spelling different sound		



Year Two - Extended Code

Unit	Sounds /Spellings/	Spellings /Sounds/	High Frequency Words
EC Unit 27	/ae/ ai, ay, ea, a-e, a, ei, ey, eigh		they, came, day, made, make, away, play, take, way, may, say, great, baby, gave, place
EC Unit 28	/d/ d, dd, ed		
EC Unit 29	/ee/ e, ee, ea, y, ey, ie, i		he, she, we, me, be, see, very, people, eat, tree, been, sea, these, began, keep, even, before, key, sleep, feet, queen, each, green, tea, trees, floppy, really, please, need, three, he's
EC Unit 30	/i/ i, ui, e, y		
EC Unit 31	/y/ <y> (yellow), <i> (hymn), <ie> (cry) & <ee> (happy) *same spelling different sound		
EC Unit 32	/oe/ oe, o-e, ow, oa, ou, ough, o		so, go, no, don't, oh, old, going, home, know, only, told, boat, window, snow, most, cold, grow
EC Unit 33	/n/ n, nn, ne, gn, kn		know, gone
EC Unit 34	/er/ ar, er, ir, or, ur, ear, our		her, were, over, after, never, first, work, different, girl, under, better, ever, birds, river
EC Unit 35	/v/ v, vv, ve		of
EC Unit 36	m/oo/n oo, ew, u, ue, u-e, ui, ou, ough		to, you, do, into, too, school, who, food, soon, room, through
EC Unit 37	/j/ j, g, ge, dge		magic

Unit	Sounds /Spellings/	Spellings /Sounds/	High Frequency Words
EC Unit 38		/g/ g, gg, gh, gu	
EC Unit 39		/g/ <j> (angel) and <g> (gym) *same spelling different sound	
EC Unit 40		/f/ f, ff, gh, ph	
EC Unit 41		/gh/ <f> (cough) and <g> (ghost) *same spelling different sound	
EC Unit 42		/m/ m, mm, mb, mn	some, come, something
EC Unit 43		/or/ oar, ore, our, augh, ough	thought, more, before
EC Unit 44		/h/ h, wh	who
EC Unit 45		/k/ c, k, ck, ch, cc	school
EC Unit 46		/r/ r, rr, rh, wr	there, their
EC Unit 47		/t/ t, tt, bt, te	
EC Unit 48		/z/ z, ze, zz, s, se, ss	is, his, was, as, these, please, use
EC Unit 49		/ere/ eer, ere, ear	here

*All the high-frequency words in the chart that are in bold come from the first list of '100 High-Frequency Words' in Letters and Sounds. All the remaining words come from the subsequent list of the 'Next 200 Common Words'.