



Year 1: planning and implementation of the Extended Code - UK

Whole class teaching (Tier 1)

The following advice is intended to guide planning for and implementation of the Extended Code in the Sounds-Write sequence at Tier 1. It is based on the premise that teachers starting off a Year 1 class will be able to pick up where the class left off before the summer, which assumes that the class covered all of the Initial Code in YR, including the bridging units /k/, /ch/ and /w/. If this not the case, then you need to determine where the class left off, track back a unit or two and start from that point, moving forward swiftly by covering a unit a week in the case of /sh/, /ch/, /th/, and so on.

If your class did finish the Initial Code in YR, then you will start with Unit 1 of the Extended Code. The planning and implementation advice we give here covers material up to Unit 7 (/er/), after which we think it should be clear how the scope and sequence of the Extended Code should be taught.

We would like to stress that the document is meant only to give guidance and that doing your own planning and adapting the guidance to suit the needs of the children you teach is essential.

In terms of **time allocated**, you should aim to spend *approximately*:

- 50% of each fortnight teaching the spellings of the target phoneme through Lessons 6, 7, 9.
- 40% of the fortnight reviewing previously taught code: reading phonically controlled texts; doing Lesson 4a Dictation, Lesson 8 Sound Review and the polysyllabic lessons, once you begin them in the second week of teaching spellings of the sound /oe/.
- The remaining 10% of the fortnight should be spent on teaching Lessons 3: Sound-Swap and Lesson 10: One Spelling/Different Sounds, though this will reduce over time.

The time distributions are only a guide and it is imperative that teachers constantly review student progress through regular, formative assessment and make curriculum adjustments as needed.

Tutors and intervention specialists (Tier 2 or Tier 3)

With regard to the teaching of intervention, we encourage you to adapt this planning document to suit the individual needs of your students. In many cases, due to the complexity of learning difficulties, the students you work with will need to spend additional time on each unit. We would advise not spending too much time on any one unit, i.e. not more than two to three weeks, on the assumption that Tier 2 students are getting **at least** three intervention lessons a week. If needed, move on to the next unit and then embed more revision of previous unit/s. In this way, you can support your student in acquiring new sound-spelling correspondences, while still consolidating previous code. Your time distributions may thus change to approximately 30% teaching code, 60% revising code, and 10% doing Lessons 3 and 10. As mentioned, we would expect you to make planning decisions based on the needs of your students.

Assessment and tracking progress

By the end of each Extended Code unit, we expect the majority of students (Tier 1) to be able to read the code they have just been taught; we don't yet expect them to be able to recall accurately which particular spellings we use in the words taught. Much more exposure and practice is required for that to happen. Recall of the code (spelling/writing) takes longer to transfer into Long-Term Memory (LTM).

We find that in a 'typical' Tier 1 class there is about a five- to seven-unit lag in the spelling of the code before mastery is beginning to be achieved. This is based on there being lots of revision of previous code taught throughout the subsequent units (see below). Bearing in mind how hard it is to learn something entirely new and how much overlearning is required for new learning to become embedded, you should still be giving your students regular spelling quizzes and dictation along the way.

Here is an example of expected time lag in acquiring spelling. At the end of teaching Extended Code Unit 1 (/ae/), all students should be able to tell you the sound on which they've been working. The vast majority of students (90%) will also be able to engage in word-building (Lesson 6) and word-reading-and-writing (Lesson 7) activities within that unit. By the time you are working on Extended Code Unit 7 (/e/) or Extended Code Unit 8 (/ow/) the majority of students (80%+) should have had enough practice (through Lesson 8: Sound Review, Lesson 4: Reading, Lesson 4a: Dictation, Lesson 9: Seek the Sound, and the Polysyllabic Lessons) for you to begin to see transfer of the four spellings of /ae/ you taught in EC Unit 1 into the students' spelling/writing.

A final note: Once students have internalised the four spellings of /ae/, it goes without saying that we do not expect them to be able to spell words containing spellings of the sounds /ae/ they have never seen before. We still need to teach the particular ways of spelling /ae/ in words. However, by this time, students should be asking qualitatively different questions of you. Instead of asking you to spell a word in its entirety, they should be able to work out which part of a word is problematical for them and therefore should be asking how to spell that particular sound. So, when a student asks you how to spell a particular *word*, you should ask them what the difficult bit for them is.

Using Sounds-Write across the curriculum

The benefit of the Sounds-Write approach is that the Sounds-Write Lessons and the Error Corrections can be applied across all subject areas throughout the day. When teachers are building vocabulary walls for their knowledge units, they can focus on key vocabulary by writing a word, highlighting key spelling(s) and syllabifying the word, as necessary. When teaching the broader curriculum, the polysyllabic lessons and error corrections can be used to assist students to read and spell challenging words. If teachers use Sounds-Write across the curriculum, they are better able to support students' development of the skills, conceptual understandings and code knowledge require to read and spell.

We have taken our guidance up to the end of Week 8, Unit 6 /er/. After this, given the differences in cohorts, it is not realistically possible to project further. The important thing is that as you introduce new code, you constantly provide practice of what has already been taught.

Year 1: Units 1–6

Red: Lessons teaching target phoneme or structure of polysyllabic words for the fortnight.

Purple: Lessons reviewing previous code taught.

Green: Lessons 3 (Sound-Swap) and 10 (One Spelling, Different Sounds)

Week	Weeks 1–2		Weeks 3–4		Weeks 5–6		Weeks 7–8	
Code	Unit 1 /ae/		Unit 2 /ee/ Unit 3 < ea > Review /ae/		Unit 4 /oe/ Unit 5 < o > Review /ee/ and /ae/		Unit 6 /er/	
	Review /k/, /ng/, /w/ from Initial Code				Review /ee/ and /ae/		Review /ae/, /ee/ and /oe/	
Monday	Lesson 3 Sound-Swap Nonsense words Lesson 6 – /ae/ four spellings Read Initial Code text/book from a book covering Unit 9/10.	Lesson 3 Sound-Swap Nonsense words Lesson 6 – /ae/ four spellings of /ae/ Review of /ch/ two spellings: < ch > and < tch >.	Lesson 4 Speed-Read – /ae/ Lesson 6 – /ee/ four spellings Read text/book from Unit 11 of Initial Code.	Lesson 3 Sound-Swap Nonsense words Lesson 6 – /ee/ four spellings L4 Speed Read – /ae/.	Lesson 4 Speed-Read – /ee/ Lesson 6 – /oe/ five spellings Read text/book – /ee/, <i>Billy's Easy Day</i> or similar.	Lesson 7 – /oe/ five spellings Lesson 8: /ee/ Lesson 10 Unit 5: < o >	L1 Quiz: spelling mix of IC Unit 9/10 words Lesson 6 – /er/ four spellings Lesson 4 – /oe/ Read <i>The Golden Glow</i> or similar.	Lesson 7 – /er/ four spellings Quiz: spelling /ae/ and /ee/ words Polysyllabic words Lesson 12 – Set 4
Tuesday	Review Initial Code Unit 9 and 10 Lesson 6 – /ae/ four spellings Lesson 8 – /k/ (three spellings)	Lesson 4 Speed-Read any from Unit 11 Lesson 8 – /k/w/ <q> <u> Read text/book from Initial Code Units 9–11.	Lesson 3: Sound-Swap Nonsense words Lesson 6 – /ee/ / four spellings Lesson 8 - /ae/	Lesson 7 – /ee/ four spellings Lesson 9 – /ee/ Read text/book – /ae/, more of <i>The Fun day</i> or similar.	Lesson 6 – /oe/ five spellings Lesson 8 – /ae/ L1 Quiz: spelling /ae/ and /ee/ words	Lesson 3: Sound-Swap Nonsense words Lesson 9 – /oe/ Read text/book – /ee/, more of <i>Billy's Easy Day</i> or similar.	Lesson 6 – /er/ four spellings Lesson 8 – /oe/ Lesson 11 – Set 4	Lesson 7 – /er/ four spellings Lesson 8 – /ee/ Read text/book – /oe/
Wednesday	Lesson 6 – /ae/ four spellings Lesson 4a: Dictation Initial code – /k/, using a text from a decodable book.	Lesson 7 – /ae/ four spellings Lesson 4a: Dictation Initial code – /k/w/ <i>The Queen's Quill</i> .	Lesson 7 – /ee/ / four spellings Lesson 4a: Dictation from a book or text from Initial Code Unit 11.	Lesson 8 – /ae/ Lesson 7 – /ee/ four spellings Lesson 10 Unit 3: < ea >	Lesson 7 – /oe/ five spellings Lesson 8 – /ee/ Lesson 4a: Dictation /ae/ <i>Rainy day, sunny day</i> , or similar.	Lesson 9 – /oe/ Lesson 10 Unit 5: < o > Polysyllabic words Lesson 11 – Set 1	Lesson 3 Sound-Swap Lesson 6 – /er/ four spellings Lesson 4a: Dictation – /ae/ <i>Rainy day, sunny day</i> or similar.	Lesson 9 – /er/ Lesson 8 – /oe/ Lesson 12 – Set 5
Thursday	Read Spelling quiz: Units 9 and 10 Lesson 7 – /ae/ four spellings Read text/book from Initial Code Unit 11.	Lesson 8 – /w/ < w > and < wh > Lesson 6 – /ae/ four spellings of /ae/ Read text/book from Initial Code Unit 11.	Lesson 8 – /ae/ Lesson 10 Unit 3: < ea > Read text/book – /ae/ <i>The Fun Day</i> or similar.	Lesson 10 Unit 3: < ea > Lesson 4a: Dictation from a book covering Unit 11 of the Initial Code.	Lesson 3 Sound-Swap Nonsense words Lesson 7 – /oe/ five spellings Lesson 10 Unit 5: < o >	Lesson 10 Unit 5: < o > Polysyllabic words Lesson 11 – Set 2 Lesson 12 – Set 1	Lesson 7 - /er/ Read text/book – /oe/ text <i>The Golden Glow</i> or similar. Polysyllabic words Lesson 11 – Set 5	Lesson 4a: Dictation – /ee/ <i>The Key</i> or similar. Polysyllabic words Lesson 11 – Set 6 Polysyllabic words Lesson 12 – Set 5
Friday	Lesson 6 – /ae/ four spellings Lesson 4a: Dictation Initial Code – /ng/ or spelling quiz using a mix of spellings from Units 10 and 11.	Lesson 9 – /ae/ four spellings Lesson 4a: Dictation Initial Code – /ng/ or spelling quiz using a mix of spellings from Units 10 and 11.	Lesson 9 – /ee/ Lesson 4a: Dictation from a book covering Unit 10 of the Initial Code.	Lesson 9 – /ee/ Read text/book – /ae/ <i>The Fun Day</i> or similar.	Lesson 9 – /oe/ Lesson 4a: Dictation, more <i>Rainy Day, Sunny Day</i> or similar.	Polysyllabic words Lesson 11 – Set 3 Lesson 12 – Set 2 Read decodable text /ee/.	Lesson 9 – /er/ four spellings Lesson 4a: Dictation – /ee/ <i>The Key</i> or similar Polysyllabic words Lesson 12 – Set 3	Polysyllabic words Lesson 12 – Set 6 Read text/book – /oe/ <i>The Golden Glow</i> or similar.

Notes on the Sounds-Write Lessons:

Red = Lessons to teach target phoneme for fortnight.

Lesson 6: Use words as listed in the Unit Word Lists.

Lesson 7: Use words as listed in the Unit Word Lists.

Lesson 9: Teachers will need to prepare photocopies of double-page spreads from the book of that fortnight. Alternatively, the matching decodable stories from the SW Manual can be used. Sounds-Write books and Phonic Books can also be part of the mix but don't break copyright laws!

Purple = Lessons to review previous code taught.

Read text: It is at the teacher's discretion to vary the method of reading the text/book (teacher reads, shared reading, paired reading, etc.) to keep things interesting for the children. If you are using books from Phonic Books, don't forget to complete some of the comprehension questions from the Workbooks.

Lesson 8: Remember that, unlike Lesson 7, where the words are written on the whiteboard by the students, Lesson 8 requires students to place the Word Reading card on the board with Blu-tack/magnet in the correct category. When the sorting and categorising has been completed, students can copy the words into a writing book. Teachers will need to prepare this lesson.

Lesson 11/13: Use words as listed in the **Polysyllabic Word Lists**.

Lesson 12/14: Use words as listed in the **Polysyllabic Word Lists**.

Lesson 4a: Dictation: Remember that dictations should not be taken from the target phoneme you are working on. Dictation is a 'revision' activity, which provides children the opportunity to practise writing (spelling) words with code knowledge that they've previously been taught. This is why Lesson 4a: Dictation has been classed as a Review activity. Dictations can simply be taken from the text/book used from that unit.

Green = Lessons 3 (Sound-Swap) and 10 (One Spelling, Different Sounds)

Lesson 3: It is up to the teacher to choose various Sound Swap lists (Pages 101 – 102) and to change from the Main Lesson to Follow-up lessons to keep things interesting. The main thing is to continue doing Sound Swap to keep the students' Phoneme Manipulation skills pin sharp.

Lesson 10: Remember that Lesson 10 is the standalone lesson used to teach Concept 4 – 'one spelling, different sounds', and can be brought in when a spelling representing two (or more!) sounds has been introduced.

Polysyllabic Word Lists for Unit 4 and 6 - Lessons 11 or 12

Please note that these word lists are suggestions only. Teachers are not expected to use all of these in one polysyllabic word lesson. The words have been put in order of increasing level of complexity whilst containing only Initial Code spellings. Most words do not contain a schwa and, from Unit 2, you should be priming students for the strong syllable in each polysyllabic word. This is to enable them to be able to find the weak syllable in each word and decide whether the weak syllable contains a schwa.

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
(VC CVC) (CVC CVC)	(CVC CVC)	(VC CVCC) – adjacent consonants (CVC CVCC) – adjacent consonants	(VC CVC) (CVC CVC)	(CVC CCVC)	Complex 2 and 3 syllable words
ad mit (CVC CVC)	sun set (CVC CVC)	in vent (VC CVCC)	egg shell (VC CVC)	dan druff (CVC CCVC)	flag ship (CCVC CVC)
up set (CVC CVC)	nut meg (CVC CVC)	ob ject (VC CVCC)	ac ting (VC CVC)	back drop (CVC CCVC)	pin prick (CVC CCVC)
co mic (CVC CVC)	bed bug (CVC CVC)	den tist (CVC CVCC)	bed rock (CVC CVC)	chop stick (CVC CCVC)	splen did (CCCVC CVC)
ca bin (CVC CVC)	hot dog (CVC CVC)	sus pect (CVC CVCC)	jack pot (CVC CVC)	dish cloth (CVC CCVC)	grand stand (CCVCC CCVCC)
sun set (CVC CVC)	kid nap (CVC CVC)	him self (CVC CVCC)	pad lock (CVC CVC)	lip stick (CVC CCVC)	be ne fit (CV CV CVC)
zig zag (CVC CVC)	pig pen (CVC CVC)	sand pit (CVCC CCVC)	back pack (CVC CVC)	lip gloss (CVC CCVC)	ha bi tat (CV CV CVC)
sun lit (CVC CVC)	dog leg (CVC CVC)	com plex (CVC CCVC)	cat fish (CVC CVC)	wing span (CVC CCVC)	fan tas tic (CVC CVC CVC)
wig wam (CVC CVC)	Bat man (CVC CVC)	tri plet (CCV CCVC)	dis cuss (CVC CVC)	back rest (CVC CVCC)	com pli ment (CVC CCV CVCC)