

Learning objectives: The Initial Code

The Sounds~Write programme is cumulative. The chart below shows the new learning objectives introduced at each Unit. However, all the previously encountered objectives also continue.

LEARNING OBJECTIVES: THE INITIAL CODE			
UNIT	SKILLS	CODE	KNOWLEDGE
	To segment, blend & manipulate sounds in words with the structure:		CONCEPTUAL
1	CVC	a, i, m, s, t	Sounds can be represented by spellings with one letter
2		n, o, p	
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7		x, y, ff*, ll*, ss*zz*	Some spellings are written with a double consonant
8	vcc and cvcc <i>2 consonants in final position</i> <i>3- & 4-sound words</i>	No new code knowledge	
9	CCVC <i>2 consonants in initial position</i>	No new code knowledge	
10	ccvcc, cvccc, and cccvc <i>3 adjacent consonants</i> <i>5-sound words</i>	No new code knowledge	
11		sh*, ch*, th*, ck*, wh*, ng*, < q > < u >*	Some spellings are written with two different letters < q > and < u > represent the sounds /k/ and /w/

Choosing the Lessons 1–5:

- Almost all the Units are taught with **Lessons 1–4**. Choose a Unit on which to begin and teach all four lessons within that Unit.
- When teaching that some spellings are written with two letters* (Units 7 and 11), **Lesson 5** takes the place of **Lesson 1**.
- **Lesson 2** is taught only until pupils remember how to write the spellings.

For each teaching session:

- Choose a variety of lessons (from the Main Lessons or Follow-up Lessons).
- Choose words from the word lists to teach each lesson.
- Keep up a good pace. Some lessons only take a few minutes for each word. Move swiftly from one activity to the next to sustain pupils' motivation and interest.