

## Sounds Write Medium Term Plan 25/26

### Year 2 – Extended Code

#### First/More Spellings

|   | Autumn 1   |                |   |   | Autumn 2   |                |                 |
|---|--|----------------|---|---|--|----------------|-----------------|
|   | Weeks 1-2  | Weeks 3-4      | Weeks 5-6   | Weeks 7-8                                 | Weeks 9-10   | Weeks 11-12    | Weeks 13-14     |
| <b>Review</b>                                 | Review of Extended Code First Spellings<br>(Lessons 8, 9, 10, 11, 12)                    |                |   |   | Content from previously taught units based on formative assessment<br>(Lessons 8, 9, 10, 11, 12) |                |                 |
| <b>Current Unit</b>                           | Unit 27<br>/ae/  | Unit 28<br>/d/ | Unit 29<br>/ee/   | Unit 30<br>/i/<br>*Week 2: unit 31<br><y> | Unit 32<br>/oe/  | Unit 33<br>/n/ | Unit 34<br>/er/ |
|   | Polysyllabic words   |                |   |   |  |                |                 |
| <b>Reading and Writing in Connected Texts</b> | Reading: decodable texts from previously taught units and other carefully selected texts |                |   |   |  |                |                 |
|   | Writing: content from at least two units behind the current unit<br>Dictation            |                |   |   |  |                |                 |
| <b>CEW</b>                                    | they, great,<br>break, steak   |                | people, every,<br>everybody, even,<br>money, many,<br>any | Children, pretty,<br>busy                 | so, no, go, old,<br>cold, hold, gold,<br>told, clothes,<br>most, both, only                      |                |                 |

|   | Spring 1   |                             |                |   | Spring 2                                   |                 |
|---|--|-----------------------------|----------------|---|--|-----------------|
|   | Weeks 1-2  | Weeks 3-4                   | Weeks 5-6      | Weeks 7-8                                 | Weeks 9-10                                 | Weeks 11-12     |
| <b>Review</b>                                 | Content from previously taught units based on formative assessment                       |                             |                |   |  |                 |
| <b>Current Unit</b>                           | Unit 35<br>/v/   | Unit 36<br>/oo/ (moon)      | Unit 37<br>/j/ | Unit 38<br>/g/<br>*Week 2: unit 39<br><g> | Unit 40<br>/f/<br>*Week 2: unit 41<br><gh> | Unit 42<br>/m/  |
|   | Polysyllabic words   |                             |                |   |  |                 |
| <b>Reading and Writing in Connected Texts</b> | Reading: decodable texts from previously taught units and other carefully selected texts |                             |                |   |  |                 |
|   | Writing: content from at least two units behind the current unit<br>Dictation            |                             |                |   |  |                 |
| <b>CEW</b>                                    | move, prove,<br>improve  | who move, prove,<br>improve |                |   |  | sure, beautiful |

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### Year 2 – Extended Code

#### First/More Spellings

|   | Summer 1  |                |                | Summer 2       |                |                |
|---|---|----------------|----------------|----------------|----------------|----------------|
|   | Weeks 1-2   | Weeks 3-4      | Weeks 5-6      | Weeks 7-8      | Weeks 9-10     | Weeks 11-12    |
| <b>Review</b>                                 | Content from previously taught units based on formative assessment (Lessons 8, 9, 10, 11, 12) |                |                |                |                |                |
| <b>Current Unit</b>                           | Unit 43<br>/or/   | Unit 44<br>/h/ | Unit 45<br>/k/ | Unit 46<br>/r/ | Unit 47<br>/t/ | Unit 48<br>/z/ |
|   | Polysyllabic words  |                |                |                |                |                |
| <b>Reading and Writing in Connected Texts</b> | Reading: decodable texts from previously taught units and other carefully selected texts      |                |                |                |                |                |
|   | Writing: content from at least two units behind the current unit<br>Dictation                 |                |                |                |                |                |
| <b>CEW</b>                                    | door, floor, poor,<br>water, because  | who, whole     |                |                | Mr, Mrs        |                |

\*Spelling/graphemic lessons – to be taught with lesson 10