Sounds-Write Timeline

Initial Code

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
a	n	b	d	k	j	x	vcc	ccvc	ccvcc
i	o	c	e	l	w	y	cvcc		
m	p	g	f	r	z	ff			
s		h	v	u		ss			
t						ll			
						zz			

Consolidation & Bridging Unit

/k/: < c >, < k >, < ck >
/ch/: < ch >, < tch >
/w/: < w >, < wh >

cvccc

Unit 11

< sh >
< ch >
< th >
< ck >
< ng >
< wh >
< q > < u >
< ve >
< tch >

Extended Code

Unit 1	Unit 2	Unit 3 *	Unit 4	Unit 5 *	Unit 6	Unit 7	Unit 8
/ae/	/ee/	Lesson 10	/oe/	Lesson 10	/er/	/e/	/ow/
		< ea >		< o >			
Week 1 Week 2	Week 1 Week 2		Week 1 Week 2		Week 1 Week 2	Week 1 Week 2	
Lesson 6 Lesson 7 Lesson 9	Lesson 6 Lesson 7 Lesson 9		Lesson 6 Lesson 7 Lesson 9		Lesson 6 Lesson 7 Lesson 9	Lesson 6 Lesson 7 Lesson 9	

Polysyllabic Words

Initial Code	/ae/	/ee/
Lesson 11 Lesson 12	Lesson 11 Lesson 12	Lesson 11 Lesson 12

Key:

// indicates a sound
<> indicates a spelling
indicates an Initial Code unit
indicates the Consolidation & Bridging unit
indicates an Extended Code sound unit
indicates an Extended Code spelling unit
indicates a Polysyllabic Word spelling unit

*grapheme units, such as Units 3 and 5, should be taught from Week 2 of the previous unit. For example, begin teaching Unit 3 < ea > towards the end of Week 1 of Unit 2 /ee/.

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