**Unlocking Letters and Sounds**

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| **Year group** | **Phase** | **GPCs taught** | **Common exception words taught** |
| Preschool | **One** | Sound discrimination, phonological awareness, rhyme, oral blending and segmenting |  |
| ReceptionAutumn Term 1 | **Two** | **s a t p i n m d g o c k ck e u r h b f ff l ll ss** Read words with **-s** ending | **the to into no I go** |
| ReceptionAutumn Term 2 | **Three** | **j v w x y z zz qu ch sh th** (voiced and unvoiced) **ng ai ee igh oa oo oo ar or ur** Read words containing **-ing** endings with no change to the root word | **me we be he she was you they all** |
| ReceptionSpring Term 1 | **Three** | **ow oi ear air ure er**Reading and spelling words containing digraphs and trigraphsAssess and review Phase 3 work: **j v w x y z zz qu ch sh th ng**  | **are my her**Revisit: **me we be he she** |
| ReceptionSpring Term 2 | **Three****(Mastery)** | Revisit Phase 3 work: **ai ee igh oa oo oo ar or ur ow oi ear air ure er** | Revisit: **was you they all are my her** |
| ReceptionSummer Term 1 | **Four** | **CVCC** and **CCVC** words with adjacent consonants thatcontain graphemes taught in Phase 2Read words containing **-ed** and **-ing** endings with no change to the root word | **said have like so do some come were there****little one when out****what** |
| ReceptionSummer Term 2 | **Four****(Mastery)** | **CVCC** and **CCVC** words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic **CVCC** and **CCVC** words, **CCVCC** words, polysyllabic **CCVCC** words, **CCCVCC** words | Revisit all Phase 4 CEW |
| Year OneAutumn Term 1 | **Four****(Revision plus Y1****NC requirements)** | Revisit Phase 4 workAdding **-s** and **-es** as a plural marker for nounsAdding **-s** and **-es** as a third person singular marker for verbsAdding the suffixes **-ing** and **-ed** to verbsAdding the suffix **-er** to verbs to change them to nounsAdding the suffix **-er** to adjectivesAdding the suffix **-est**Adding the prefix **un-** to verbsAdding the prefix **un-** to adjectivesReading words with contractions |  |

**Summary Progression**

This summary progression shows the progression of GPCs and common exception words (CEW) that are taught in each term in **Unlocking Letters and Sounds**. The progression largely follows the progression contained in *Letters and Sounds 2007*, with some modifications, including refinements and clarifications of learning elements omitted from *Letters and Sounds*, and updated guidance, including requirements from the National Curriculum.

The progression is structured broadly to follow Phases 1 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision (‘Mastery’) and for spelling development.

The detailed progression for **Unlocking Letters and Sounds** shows the GPCs and CEW that are taught on a week-by-week basis. A separate chart is also available showing how the **Ransom Reading Stars** programme of reading books matches the **Unlocking Letters and Sounds** progression. At least two new fully-decodable reading books are available to read every week, for all Phases.



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| Year OneAutumn Term 2 | **Five a)** | New graphemes for reading: **ay ou ie ea oy ir ue aw wh****ph ew oe au ey a-e**, **e-e**, **i-e**, **o-e u-e** Teach the days of the weekNew phoneme **/zh/** | **oh their people Mr Mrs looked called** |
| Year OneSpring Term 1 | **Five a)****(Mastery plus Y1****NC requirements)** | Revise new graphemes for readingRevise the days of the weekCorrect use of **-nk ph -wh -tch -ve** (NC) |  |
| Year OneSpring Term 2 | **Five b)** | Alternative pronunciations of known graphemes for reading: **a** (as in **acorn**) **a** (as in **fast**) **a** (as in **was**) **e** (as in **he**) **i** (as in **mind**) **o** (as in **no**) **u** (as in **unit**) **u** (as in **put**) **ow** (as in **snow**) **ie** (as in **chief**) **ea** (as in **head**) **er** (as in **her**) **ou** (as in **you**) **ou** (as in **could**) **ou** (as in **mould**) **y** (as in **by**) **y** (as in **gym**) **y** (as in **very**) **ch** (as in **school**) **ch** (as in **chef**) **c** (as in **cell**) **g** (as in **gent**) **ey** (as in **they**) | **water where who again thought through mouse work many laughed because different any eyes friends once please** |
| Year OneSummer Term 1 | **Five c)** | Alternative spellings of phonemes: **/ch/** (as in **picture**)**/ch/** (as in **catch**)**/j/** (as in **fudge**) **/m/** (as in **lamb**)**/n/** (as in **gnat**) **/n/** (as in **knit**)**/r/** (as in **wrap**)**/s/** (as in **listen**)**/s/** (as in **house**)**/z/** (as in **please**)**/u/** (as in **some**)**/i/** (as in **happy**)**/i/** (as in **donkey**)**/ear/** (as in **here**) **/ear/** (as in **beer**)**/er/** (as in **father**) **/ar/** (as in **half**)**/air/** (as in **there**)**/air/** (as in **pear**) **/air/** (as in **bare**)**/or/** (as in **all**)**/or/** (as in **four**)**/or/** (as in **caught**)**/ur/** (as in **learn**) **/ur/** (as in **word**) |  |



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| Year OneSummer Term 2 | **Five c)** | Alternative spellings of phonemes: **/oo/** (as in **could**)**/oo/** (as in **put**)**/ai/** (as in **day**)**/ai/** (as in **came**)**/ee/** (as in **sea**)**/ee/** (as in **these**)**/ee/** (as in **happy**)**/ee/** (as in **chief**)**/ee/** (as in **key**)**/igh/** (as in **pie**)**/igh/** (as in **by**)**/igh/** (as in **like**)**/oa/** (as in **low**)**/oa/** (as in **toe**)**/oa/** (as in **bone**)**/(y)oo/** (as in **cue**)**/(y)oo/** (as in **tune**) **/(y)oo/** (as in **stew**)**/oo/** (as in **clue**)**/oo/** (as in **June**)**/oo/** (as in **blew**)**/sh/** (as in **special**)**/sh/** (as in **station**)**/sh/** (as in **sugar**)**/sh/** (as in **chef**) |  |
| Year TwoAutumn Term 1 | **Five a)****(Spellings recap)****Five b)****(Mastery)** | Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: **oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-e/ey, igh/ie/i-e,****oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you)**Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: **/ch/** (as in picture), **/ch/** (as in catch), **/j/** (as in fudge), **/m/** (as in lamb), **/n/** (as in gnat), **/n/** (as in knit), **/r/** (as in wrap), **/s/**(as in listen), **/s/** (as in house), **/z/** (as in please), **/u/** (as in some), **/ee/** (as in happy), **/i/** (as in donkey), **/ear/** (as in here), **/ear/** (as in beer), **/ar/** (as in father), **/ar/** (as in half), **/air/** (as in there), **/air/** (as in pear), **/air/** (as in bare), **/or/** (as in all), **/or/** (as in four), **/or/** (as in caught), **/ur/** (as in learn), **/ur/** (as in word), **/oo/**(as in could), **/oo/** (as in put) **/ai/** (as in day), **/ai/** (as in came), **/ee/** (as in sea), **/ee/** (as in these), **/ee/** (as in happy), **/ee/** (as in chief), **/ee/** (as in key), **/igh/** (as in pie), **/igh/** (as in by), **/igh/** (as in like), **/oa/** (as in toe), **/oa/** (as in bone), **/(y)oo/** (as in cue), **/(y)oo/** (as in tune), **/(y)oo/** (as in stew) | Revisit reading all common exception words |
| Year TwoAutumn Term 2 | **Five c)****(Mastery** | Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: **/oo/**(as in clue), **/oo/**(as in June), **/oo/**(as in blew), **/sh/**(as in special), **/sh/**(as in station), **/sh/**(as in sugar), **/sh/**(as in chef)Assess and review all alternative spellings of phonemes. | Assess and review all common exception words |