**Unlocking Letters and Sounds**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year group** | **Phase** | **GPCs taught** | **Common exception words taught** |
| Preschool | **One** | Sound discrimination, phonological awareness, rhyme, oral blending and segmenting |  |
| Reception  Autumn 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** |
| Reception  Autumn 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** |
| Reception  Spring Term 1 | **Three** | **ow oi ear air ure er**  Reading and spelling words containing digraphs and trigraphs  Assess 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** |
| Reception  Spring 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** |
| Reception  Summer Term 1 | **Four** | **CVCC** and **CCVC** words with adjacent consonants that  contain graphemes taught in Phase 2  Read 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** |
| Reception  Summer 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 One  Autumn Term 1 | **Four**  **(Revision plus Y1**  **NC requirements)** | Revisit Phase 4 work  Adding **-s** and **-es** as a plural marker for nouns  Adding **-s** and **-es** as a third person singular marker for verbs  Adding the suffixes **-ing** and **-ed** to verbs  Adding the suffix **-er** to verbs to change them to nouns  Adding the suffix **-er** to adjectives  Adding the suffix **-est**  Adding the prefix **un-** to verbs  Adding the prefix **un-** to adjectives  Reading 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.



|  |  |  |  |
| --- | --- | --- | --- |
| Year One  Autumn 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 week  New phoneme **/zh/** | **oh their people Mr Mrs looked called** |
| Year One  Spring Term 1 | **Five a)**  **(Mastery plus Y1**  **NC requirements)** | Revise new graphemes for reading  Revise the days of the week  Correct use of **-nk ph -wh -tch -ve** (NC) |  |
| Year One  Spring 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 One  Summer 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**) |  |



|  |  |  |  |
| --- | --- | --- | --- |
| Year One  Summer 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 Two  Autumn 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 Two  Autumn 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 |