Unlocking Letters and Sounds

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 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	

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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**)	

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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

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