



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

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

<p>Year One Summer Term 2</p>	<p><b>Five c)</b></p>	<p>Alternative spellings of phonemes:  <b>/oo/</b> (as in <b>could</b>)  <b>/oo/</b> (as in <b>put</b>)  <b>/ai/</b> (as in <b>day</b>)  <b>/ai/</b> (as in <b>came</b>)  <b>/ee/</b> (as in <b>sea</b>)  <b>/ee/</b> (as in <b>these</b>)  <b>/ee/</b> (as in <b>happy</b>)  <b>/ee/</b> (as in <b>chief</b>)  <b>/ee/</b> (as in <b>key</b>)  <b>/igh/</b> (as in <b>pie</b>)  <b>/igh/</b> (as in <b>by</b>)  <b>/igh/</b> (as in <b>like</b>)  <b>/oa/</b> (as in <b>low</b>)  <b>/oa/</b> (as in <b>toe</b>)  <b>/oa/</b> (as in <b>bone</b>)  <b>/(y)oo/</b> (as in <b>cue</b>)  <b>/(y)oo/</b> (as in <b>tune</b>)  <b>/(y)oo/</b> (as in <b>stew</b>)  <b>/oo/</b> (as in <b>clue</b>)  <b>/oo/</b> (as in <b>June</b>)  <b>/oo/</b> (as in <b>blew</b>)  <b>/sh/</b> (as in <b>special</b>)  <b>/sh/</b> (as in <b>station</b>)  <b>/sh/</b> (as in <b>sugar</b>)  <b>/sh/</b> (as in <b>chef</b>)</p>	
<p>Year Two Autumn Term 1</p>	<p><b>Five a) (Spellings recap)</b></p> <p><b>Five b) (Mastery)</b></p>	<p>Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: <b>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)</b>            Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: <b>/ch/</b> (as in picture), <b>/ch/</b> (as in catch), <b>/j/</b> (as in fudge), <b>/m/</b> (as in lamb), <b>/n/</b> (as in gnat), <b>/n/</b> (as in knit), <b>/r/</b> (as in wrap), <b>/s/</b>(as in listen), <b>/s/</b> (as in house), <b>/z/</b> (as in please), <b>/u/</b> (as in some), <b>/ee/</b> (as in happy), <b>/i/</b> (as in donkey), <b>/ear/</b> (as in here), <b>/ear/</b> (as in beer), <b>/ar/</b> (as in father), <b>/ar/</b> (as in half), <b>/air/</b> (as in there), <b>/air/</b> (as in pear), <b>/air/</b> (as in bare), <b>/or/</b> (as in all), <b>/or/</b> (as in four), <b>/or/</b> (as in caught), <b>/ur/</b> (as in learn), <b>/ur/</b> (as in word), <b>/oo/</b>(as in could), <b>/oo/</b> (as in put) <b>/ai/</b> (as in day), <b>/ai/</b> (as in came), <b>/ee/</b> (as in sea), <b>/ee/</b> (as in these), <b>/ee/</b> (as in happy), <b>/ee/</b> (as in chief), <b>/ee/</b> (as in key), <b>/igh/</b> (as in pie), <b>/igh/</b> (as in by), <b>/igh/</b> (as in like), <b>/oa/</b> (as in toe), <b>/oa/</b> (as in bone), <b>/(y)oo/</b> (as in cue), <b>/(y)oo/</b> (as in tune), <b>/(y)oo/</b> (as in stew)</p>	<p>Revisit reading all common exception words</p>
<p>Year Two Autumn Term 2</p>	<p><b>Five c) (Mastery)</b></p>	<p>Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: <b>/oo/</b>(as in clue), <b>/oo/</b>(as in June), <b>/oo/</b>(as in blew), <b>/sh/</b>(as in special), <b>/sh/</b>(as in station), <b>/sh/</b>(as in sugar), <b>/sh/</b>(as in chef)            Assess and review all alternative spellings of phonemes.</p>	<p>Assess and review all common exception words</p>