



Unlocking Letters and Sounds

Decodable Reading Books Matching the Programme Progression



The **Ransom Reading Stars Phonics** reading books are designed to support and complement the **Unlocking Letters and Sounds** SSP. The books support all Phases of the programme, from Phase 1 (books without words) through to Phase 5.

All of the books are fully decodable at all stages, including at each stage only those letters and sounds and common exception words (CEW) that the children will have already met.

The book matching chart that follows shows which books may be introduced in each week. There are always at least two new books than can be introduced each week, for the entire duration of the programme.

Obviously books may be introduced at a *later* stage in the programme than indicated – the books will continue to be fully decodable. However books should not be introduced at an earlier stage in the programme than indicated, as this would present the children with letters and sounds (and CEW) which are not yet decodable.

There are 225 reading books altogether, offering complete reading support for the **Unlocking Letters and Sounds** programme.

Year group	Week (Term)	Week (Phase)	Phase	GPCs taught	CEW taught	Matched books from Ransom Publishing for Unlocking Letters and Sounds
Pre-school (or, if appropriate, at the beginning of Reception)	-	-	One	Aspect 1 General sound discrimination – environmental sounds		
Pre-school (or, if appropriate, at the beginning of Reception)	-	-	One	Aspect 4 Rhythm and rhyme		
Pre-school (or, if appropriate, at the beginning of Reception)	-	-	One	Aspects 1 and 6 General sound discrimination – environmental sounds, and Voice sounds		

All books supporting Phase 1 are books without words

These books can be used directly to support the teaching of the seven aspects in Phase One.

However these books are also invaluable in teaching children how books work and how narratives work, as well as giving the children opportunities to develop their vocabulary by talking about the stories/topics and relating them to their own experiences.














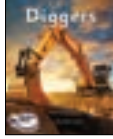
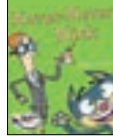


Decodable Reading Books Matching the Programme Progression

Pre-school (or, if appropriate, at the beginning of Reception)	-	-	One	Aspect 7 Oral blending and segmenting		
Reception Autumn Term 1	1	1	Two	s a t p		  
Reception Autumn Term 1	2	2	Two	i n m d		   
Reception Autumn Term 1	3	3	Two	g o c k	the	   
Reception Autumn Term 1	4	4	Two	ck e u r	to, into	   
Reception Autumn Term 1	5	5	Two	h b f ff	no, I	 
Reception Autumn Term 1	6	6	Two	l l ss Read words with -s ending	go	  





Decodable Reading Books Matching the Programme Progression

			Two			<p>Books using all Phase 2 GPCs and CEW</p> <p>These books can be used at the end of Phase 2 and in the first weeks of Phase 3 to consolidate blending skills and knowledge of Phase 2 GPCs/CEW.</p>	
			Two			<p>Books using all Phase 2 GPCs and CEW – focus on particular GPCs/CEW</p> <p>These books can again be used to consolidate blending skills and knowledge of Phase 2 GPCs/CEW. Their focus on specific GPCs/CEW also enables teachers to target children who are struggling with particular letters/words.</p>	
Reception Autumn Term 2	1	1	Three	j v w x	me		
Reception Autumn Term 2	2	2	Three	y z zz qu	we, be		

Decodable Reading Books Matching the Programme Progression

Reception Autumn Term 2	3	3	Three	ch sh th (voiced and unvoiced) ng	he, she	  
Reception Autumn Term 2	4	4	Three	ai ee igh oa	was, you	 
Reception Autumn Term 2	5	5	Three	oo ar or ur	they, all	  
Reception Autumn Term 2	6	6	Three	Read words containing -ing endings Assess and review Phase 3 work Weeks 1 - 5		 
Reception Spring Term 1	1	7	Three	ow oi ear air	are, my	  
Reception Spring Term 1	2	8	Three	ure er	her	 
Reception Spring Term 1	3	9	Three	Assess and review Phase 3 work		 

Decodable Reading Books Matching the Programme Progression

Reception Spring Term 1	4	1	Three (Mastery)	Revisit GPCs and CEW: j v w x	Revisit: me	 
Reception Spring Term 1	5	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu	Revisit: we, be	  
Reception Spring Term 1	6	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng	Revisit: he, she	  
Reception Spring Term 2	1	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa	Revisit: was, you	 
Reception Spring Term 2	2	5	Three (Mastery)	Revisit GPCs and CEW: oo ar or ur	Revisit: they, all	 
Reception Spring Term 2	3	6	Three (Mastery)	Revisit GPCs and CEW: ow oi ear air	Revisit: are, my	  
Reception Spring Term 2	4	7	Three (Mastery)	Revisit GPCs and CEW: ure er	Revisit: her	 






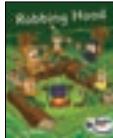
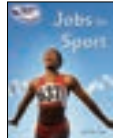


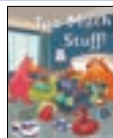



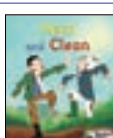

Decodable Reading Books Matching the Programme Progression

Reception Spring Term 2	5	8	Three (Mastery)	Assess and review Phase 3 work		  
Reception Spring Term 2	6	9	Three (Mastery)	Assess and review Phase 3 work		  
Reception Summer Term 1	1	1	Four	CVCC and CCVC words	said, have	 
Reception Summer Term 1	2	2	Four	CVCC and CCVC words	like, so, do	 
Reception Summer Term 1	3	3	Four	CVCC and CCVC words	some, come	 
Reception Summer Term 1	4	4	Four	CVCC and CCVC words	were, there	 
Reception Summer Term 1	5	5	Four	CVCC and CCVC words Read words containing -ed endings	little, one	 

Decodable Reading Books Matching the Programme Progression

Reception Summer Term 1	6	6	Four	CVCC and CCVC words Read words containing -ing endings	when, out, what	 
Reception Summer Term 2	1	1	Four (Mastery)	CVCC words	Revisit: said, have	 
Reception Summer Term 2	2	2	Four (Mastery)	CCVC words	Revisit: like, so, do	 
Reception Summer Term 2	3	3	Four (Mastery)	Teach blending of polysyllabic CVCC and CCVC words	Revisit: some, come	 
Reception Summer Term 2	4	4	Four (Mastery)	Teach blending of CCVCC words	Revisit: were, there	  
Reception Summer Term 2	5	5	Four (Mastery)	Teach blending of CCVCC and polysyllabic CCVCC words	Revisit: little, one	 
Reception Summer Term 2	6	6	Four (Mastery)	Teach blending of CCCVCC words	Revisit: when, out, what	 




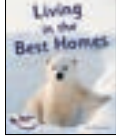

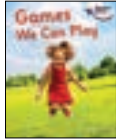





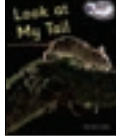
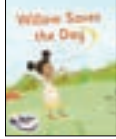

Decodable Reading Books Matching the Programme Progression

Year 1 Autumn Term 1	1	1	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding -s and -es as a plural marker for nouns/third person singular marker for verbs		 
Year 1 Autumn Term 1	2	2	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -ing to verbs		  
Year 1 Autumn Term 1	3	3	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Revisit adding the suffixes -ed and -er to verbs		 
Year 1 Autumn Term 1	4	4	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -er to adjectives Teach adding the suffix -est		 
Year 1 Autumn Term 1	5	5	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the prefix un- to verbs Teach adding the prefix un- to adjectives		 
Year 1 Autumn Term 1	6	6	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach reading words with contractions		  
Year 1 Autumn Term 2	1	1	Five a)	Teach new graphemes for reading: ay ou ie ea Teach the days of the week	oh, their	 



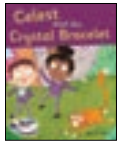

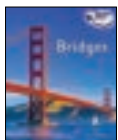

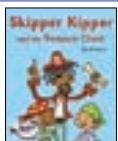

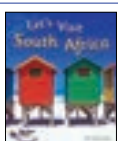
Decodable Reading Books Matching the Programme Progression

Year 1 Autumn Term 2	2	2	Five a)	Teach new graphemes for reading: oy ir ue (as in glue) ue (as in cue)	people	 
Year 1 Autumn Term 2	3	3	Five a)	Teach new graphemes for reading: aw wh ph ew (as in blew)	Mr, Mrs	 
Year 1 Autumn Term 2	4	4	Five a)	Teach new graphemes for reading: ew (as in few) oe au ey ; Teach new phoneme /zh/	looked, called	 
Year 1 Autumn Term 2	5	5	Five a)	Teach new graphemes for reading: a-e, e-e, i-e, o-e	Revisit: called	 
Year 1 Autumn Term 2	6	6	Five a)	Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)	asked	 
Year 1 Spring Term 1	1	1	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: ay ou ie ea Revise the days of the week Teach correct use of -nk (NC)	Revisit: oh, their	 
Year 1 Spring Term 1	2	2	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue) Teach correct use of ph (NC)	Revisit: people	 

Decodable Reading Books Matching the Programme Progression

Year 1 Spring Term 1	3	3	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: aw wh ph ew (as in blew) Teach correct use of -wh (NC)	Revisit: Mr, Mrs	 
Year 1 Spring Term 1	4	4	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: ew (as in few) oe au ey Teach correct use of -tch (NC)	Revisit: looked, called	 
Year 1 Spring Term 1	5	5	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: a-e e-e i-e o-e Teach correct use of -ve (NC)	Revisit: called	 
Year 1 Spring Term 1	6	6	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: u-e (as in flute) u-e (as in cube)	Revisit: asked	 
Year 1 Spring Term 2	1	1	Five b)	Teach alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he)	water, where, who, again	 
Year 1 Spring Term 2	2	2	Five b)	Teach alternative pronunciations of known graphemes for reading: i (as in mind), o (as in no), u (as in unit), u (as in put)	thought, through, mouse, work	 
Year 1 Spring Term 2	3	3	Five b)	Teach alternative pronunciations of known graphemes for reading: ow (as in snow), ie (as in chief), ea (as in head), er (as in her)	many, laughed, because	 

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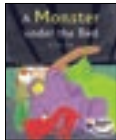


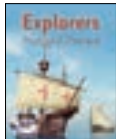

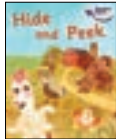


Year 1 Spring Term 2	4	4	Five b)	Teach alternative pronunciations of known graphemes for reading: ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym)	different, any, eyes	 
Year 1 Spring Term 2	5	5	Five b)	Teach alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)	friends, once, please	 
Year 1 Spring Term 2	6	6	Five b)	Assess and review alternative pronunciations of known graphemes for reading		 
Year 1 Summer Term 1	1	1	Five c)	Teach alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb)		 
Year 1 Summer Term 1	2	2	Five c)	Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen)		 
Year 1 Summer Term 1	3	3	Five c)	Teach alternative spellings of phonemes: /s/ (as in house), /z/ (as in please), /u/ (as in some), /i/ (as in happy)		 
Year 1 Summer Term 1	4	4	Five c)	Teach alternative spellings of phonemes: /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father)		 

Decodable Reading Books Matching the Programme Progression

Year 1 Summer Term 1	5	5	Five c)	Teach alternative spellings of phonemes: /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all)	 
Year 1 Summer Term 1	6	6	Five c)	Teach alternative spellings of phonemes: /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)	 
Year 1 Summer Term 2	1	7	Five c)	Teach alternative spellings of phonemes: /ool/ (as in could), /ool/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea)	 
Year 1 Summer Term 2	2	8	Five c)	Teach alternative spellings of phonemes: /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key)	 
Year 1 Summer Term 2	3	9	Five c)	Teach alternative spellings of phonemes: /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low)	 
Year 1 Summer Term 2	4	10	Five c)	Teach alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /(y)ool/ (as in cue), /(y)ool/ (as in tune)	 
Year 1 Summer Term 2	5	11	Five c)	Teach alternative spellings of phonemes: /(y)ool/ (as in stew), /ool/ (as in clue), /ool/ (as in June), /ool/ (as in blew)	  

Year 1 Summer Term 2	6	12	Five c)	Teach alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)	
Year 2 Autumn Term 1	1	1	Five a) (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/ a-e	
Year 2 Autumn Term 1	2	2	Five a) (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)	
Year 2 Autumn Term 1	3	1	Five b) (Mastery)	Revisit 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) Revisit reading the common exception words water, where, who, again	
Year 2 Autumn Term 1	4	2	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief) Revisit reading the common exception words thought, through, mouse, work	
Year 2 Autumn Term 1	5	3	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: ea (as in head), 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); Revisit reading the common exception words different, any, eyes	
Year 2 Autumn Term 1	6	4	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they); Revisit reading the common exception words friends, once, please	

Decodable Reading Books Matching the Programme Progression

Year 2 Autumn Term 2	1	1	Five c) (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)	 
Year 2 Autumn Term 2	2	2	Five c) (Mastery)	Revisit alternative spellings of phonemes: /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)	 
Year 2 Autumn Term 2	3	3	Five c) (Mastery)	Revisit alternative spellings of phonemes: /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)	 
Year 2 Autumn Term 2	4	4	Five c) (Mastery)	Revisit alternative spellings of phonemes: /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), /yoo/ (as in cue), /yoo/ (as in tune), /yoo/ (as in stew)	 
Year 2 Autumn Term 2	5	5	Five c) (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)	 
Year 2 Autumn Term 2	6	6	Five c) (Mastery)	Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words	