



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.

These books offer complete reading support for the **Unlocking Letters and Sounds** programme.

154 fully decodable readers supporting Phases 1 to 5 are available now.

71 further books will be available in 2022, bringing the total to 225 reading books supporting the programme.



Decodable Reading Books Matching the Programme Progression

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		
<div style="background-color: #003366; color: white; padding: 10px; border: 1px solid white;"> <p>All books supporting Phase 1 are books without words</p> <p>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.</p> </div>						
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		







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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 ll ss Read words with -s ending	go	  





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			Two			<p>Books using all Phase 2 GPCs and CEW 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 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		




















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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		 



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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	 



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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	 



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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			



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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			



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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		



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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: /f/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /er/ (as in father)			




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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)		<i>New title forthcoming</i> Book P5_36
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)	<i>New title forthcoming</i> Book P5_37	<i>New title forthcoming</i> Book P5_38
Year 1 Summer Term 2	1	7	Five c)	Teach alternative spellings of phonemes: /oo/ (as in could), /oo/ (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)	<i>New title forthcoming</i> Book P5_39	<i>New title forthcoming</i> Book P5_40
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)		<i>New title forthcoming</i> Book P5_41
Year 1 Summer Term 2	4	10	Five c)	Teach alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune)		<i>New title forthcoming</i> Book P5_42
Year 1 Summer Term 2	5	11	Five c)	Teach alternative spellings of phonemes: /yoo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew)		 


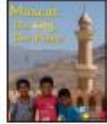





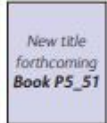






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Year 1 Summer Term 2	6	12	Five c)	Teach alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)		
Year 2 Autumn Term 1	1	1	Five a) (Spellings recap)	Spellings: choosing from alternative graphemes 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		



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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	 

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