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 All books supporting Phase 1 ar without words These books can be used directly to teaching of the seven aspects in Pha However these books are also invalue children how books work and how na well as giving the children opportunit their vocabulary by talking about the and relating them to their own expert	support the se One. able in teaching arratives work, as ies to develop stories/topics	<image/>
Pre-school (or, if appropriate, at the beginning of Reception)	-	-	One	Aspect 4 Rhythm and rhyme		What Rhymes with?
Pre-school (or, if appropriate, at the beginning of Reception)	-	-	One	Aspects 1 and 6 General sound discrimination – environmental sounds, and Voice sounds		Animal Homes



Pre-school (or, if appropriate, at the beginning of Reception)	-	-	One	Aspect 7 Oral blending and segmenting		Tell the Robots
Reception Autumn Term 1	1	1	Two	satp		Tap, Tap Pat, Pat Pat, Cat
Reception Autumn Term 1	2	2	Two	inmd		Sid id id id id id id id id id id id id i
Reception Autumn Term 1	3	3	Two	gock	the	Pam sam and sam Pop! Sam and Kit Can Nap W Let Let Let Let Let Let Let Let Let Let
Reception Autumn Term 1	4	4	Two	ck e u r	to, into	Kick It In Gus Did It Free Control of the former of the
Reception Autumn Term 1	5	5	Two	h b f ff	no, I	Big Bug a Fan? km bus
Reception Autumn Term 1	6	6	Two	I II ss Read words with -s ending	go	Bad Bob

			Two		Books using all Phase 2 GP These books can be used at the and in the first weeks of Phase blending skills and knowledge o	e end of Phase 2 3 to consolidate	Pog Pig Hop! Hop! Hop! Hop! Hop! Image: State of the Rug, State of
			Two		Books using all Phase 2 GPG – focus on particular GPCs/ These books can again be used blending skills and knowledge o Their focus on specific GPCs/CE teachers to target children who particular letters/words.	to consolidate f Phase 2 GPCs/CEW. W also enables	Rate and Tam Image: Construction of the full
Reception Autumn Term 2	1	1	Three	j v w x		me	Bad Cat
Reception Autumn Term 2	2	2	Three	y z zz qu		we, be	Pet Pug

Unlocking



Reception Autumn Term 2	3	3	Three	ch sh th (voiced and unvoiced) ng	he, she	Is It Hot?
Reception Autumn Term 2	4	4	Three	ai ee igh oa	was, you	A Ship with a Sail
Reception Autumn Term 2	5	5	Three	oo ar or ur	they, all	You Cannot Run Yasin Vestic Mon
Reception Autumn Term 2	6	6	Three	Read words containing -ing endings Assess and review Phase 3 work Weeks 1 - 5		Such a Racket Elshing to the such a
Reception Spring Term 1	1	7	Three	ow oi ear air	are, my	Not Wy Car My Car
Reception Spring Term 1	2	8	Three	ure er	her	Diggers Nick Nick
Reception Spring Term 1	3	9	Three	Assess and review Phase 3 work		On Wood Park Farm



Reception Spring Term 1	4	1	Three (Mastery)	Revisit GPCs and CEW: j v w x	Revisit: me	Meet Jim!
Reception Spring Term 1	5	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu	Revisit: we , be	Yap, Yazz Quait Succession As Good As Me
Reception Spring Term 1	6	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng	Revisit: he , she	Darth, Boss of the Road A Wish for a Fish successful and successful and successfu
Reception Spring Term 2	1	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa	Revisit: was , you	Pet Rabbits
Reception Spring Term 2	2	5	Three (Mastery)	Revisit GPCs and CEW: oo ar or ur	Revisit: they , all	Moaning Ming Dong!
Reception Spring Term 2	3	6	Three (Mastery)	Revisit GPCs and CEW: ow oi ear air	Revisit: are , my	Into the Woods Bown Harris Fair Hair Dark Hair
Reception Spring Term 2	4	7	Three (Mastery)	Revisit GPCs and CEW: ure er	Revisit: her	Biggar the Looking for Pets



Reception Spring Term 2	5	8	Three (Mastery)	Assess and review Phase 3 work		a Bad Night
Reception Spring Term 2	6	9	Three (Mastery)	Assess and review Phase 3 work		Feeding at Night
Reception Summer Term 1	1	1	Four	CVCC and CCVC words	said, have	Frog and Tood Co for a Swim Co for a Swim
Reception Summer Term 1	2	2	Four	CVCC and CCVC words	like, so, do	Cats are Fund
Reception Summer Term 1	3	3	Four	CVCC and CCVC words	some, come	The the Garden
Reception Summer Term 1	4	4	Four	CVCC and CCVC words	were, there	Big Bins
Reception Summer Term 1	5	5	Four	CVCC and CCVC words Read words containing -ed endings	little, one	Image: second



Reception Summer Term 1	6	6	Four	CVCC and CCVC words Read words containing -ing endings	when, out, what	Sleep Tight: Bats!
Reception Summer Term 2	1	1	Four (Mastery)	CVCC words	Revisit: said , have	Down the Woodland Jrack
Reception Summer Term 2	2	2	Four (Mastery)	CCVC words	Revisit: like , so , do	The Fresh Load
Reception Summer Term 2	3	3	Four (Mastery)	Teach blending of polysyllabic CVCC and CCVC words	Revisit: some , come	Big Trucks Bananas Bananas
Reception Summer Term 2	4	4	Four (Mastery)	Teach blending of CCVCC words	Revisit: were , there	The Company Try Company Try Dark Of His Coat
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	Frank Fless a Rah



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		Pex the Digger
Year 1 Autumn Term 1	2	2	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -ing to verbs		Seeing Light and Dark Stans Gittering Trail www.
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		Robbing Hood Sport
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		The Amazon Rainforest Clocks
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		Compost Stuff!
Year 1 Autumn Term 1	6	6	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach reading words with contractions		Hot Air Balloons
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	Store Store



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	The Royal Chopper
Year 1 Autumn Term 2	3	3	Five a)	Teach new graphemes for reading: aw wh ph ew (as in blew)	Mr, Mrs	Flip (Fbx)(Fbx)(Fbx)(Fbx)(Fbx)(Fbx)(Fbx)(Fbx)
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	Meet the Dolphins Rescue
Year 1 Autumn Term 2	5	5	Five a)	Teach new graphemes for reading: a-e , e-e , i-e , o-e	Revisit: called	The Floating Markets e g Bangkok
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	Canute's Flute
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	The Clink Muddarking
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	Spot the Transformer Spheres



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	Hunsting Productions Northerstand Representations Representati
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	The KET Living In the Best Homes
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	Camping Res We Can Play
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	Image: Control of the image
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	Dezellong Water Sports Sports Whoeds Water?
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	Ships and Boats Look at My Tail
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	Willow Saves the Day



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	Wild Weather
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	The Singing Chef Trystal Bracelet
Year 1 Spring Term 2	6	6	Five b)	Assess and review alternative pronunciations of known graphemes for reading		Fantastic Frogs Into Space
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)		Bridges The Adventure of the Sunken Gold
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)		Stir Jeff's Birthday Treat
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)		Skipper Kipper Darsey D
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)		Monkey Mischief



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)	Climbing Climbing
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)	A Messy Mystery
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)	Ten Shed Fred
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)	Get Your Skates On Elephones
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)	Going by Bus ***
Year 1 Summer Term 2	4	10	Five c)	Teach alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /(y)oo/ (as in cue), /(y)oo/ (as in tune)	Fire The Fire of London
Year 1 Summer Term 2	5	11	Five c)	Teach alternative spellings of phonemes: /(y)oo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew)	The Elephant's Child Chi



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)	Bears Sector Market Sector Market
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	Foxes Farmer Flo's Happy Cows Foxes Farmer Flo's Foxe
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)	The Frog in the Well to the World in the World
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	Magical Creatures Nonkeysta Nonkeysta
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	How Wu Tob Ster Therest Mest Quest
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	Flutter By, Butter flui Constant
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	The Princess and the Pea



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)	Fantastic Feetl Our Home
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)	a Monster under the Bed
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)	The Moon Race Bartana Presson Bartana Presson Bartana Presson
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), /(y)oo/ (as in cue), /(y)oo/ (as in tune), /(y)oo/ (as in stew)	Change Liedting and Cooling The Soling Cooling Cooling
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)	The Rubbish KE Robot
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	Monsteri Monsteri Monsteri