

Unlocking Letters and Sounds Unlocking 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. For nearly every week, there are always at least two new books than can be introduced, 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 (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		The Ants to Grown Up Grown Up The Bus Q
			All books supporting Phase 1 without words These books can be used directly teaching of the seven aspects in However these books are also investigler how books work and how well as giving the children opported their vocabulary by talking about 1 and relating them to their own ex	to support the Phase One. aluable in teaching v narratives work, as unities to develop the stories/topics	Superhero Salma Playing? At the Skate Park What Can You Hear? You Hear?
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	Two	satp		Tap, Tap
Reception Autumn Term 1	2	Two	i n m d		Sid Tip, Tip Tip Is It?
Reception Autumn Term 1	3	Two	gock	the	Pam Pop! Sam and Kit Can Dom Tip Tom?
Reception Autumn Term 1	4	Two	ck e u r	to, into	Kick It In Gus Did It The Top Pet
Reception Autumn Term 1	5	Two	h b f ff	no, I	Big Bug Is Dan ** a Fan?
Reception Autumn Term 1	6	Two	I II ss Read words with -s ending	go	Bad Bob Bill Fill Is Rob Fit?



		Two		Books using all Phase 2 GF These books can be used at the and in the first weeks of Phase blending skills and knowledge	ne end of Phase 2 e 3 to consolidate	In a Hop! Hop! Hop! Hop! And a Kiss	On and Off
		Two		Books using all Phase 2 GB – focus on particular GPCs. These books can again be used blending skills and knowledge. Their focus on specific GPCs/C teachers to target children who particular letters/words.	s/CEW d to consolidate of Phase 2 GPCs/CEW. EEW also enables	Rocket to the Sun	In the Tin Tom Tom On the Hill Hat
Reception Autumn Term 2	1	Three	jvwx		me	Bod Cat. The Mix	
Reception Autumn Term 2	2	Three	y z zz qu		we, be	The Pat Pug	



Reception Autumn Term 2	3	Three	ch sh th (voiced and unvoiced) ng	he, she	The Bad Bug Is It Hot?
Reception Autumn Term 2	4	Three	ai ee igh oa	was, you	The Long Red Coat a Sail
Reception Autumn Term 2	5	Three	oo ar or ur	they, all	You Cannot Run, Yasin! Rocket to the Moon
Reception Autumn Term 2	6	Three	Read words containing -ing endings Assess and review Phase 3 work Weeks 1 - 5		Such de Going Fishing
Reception Spring Term 1	7	Three	ow oi ear air	are, my	Not The Top of the Hut Gang My Car
Reception Spring Term 1	8	Three	ure er	her	Diggers Never Never Nick
Reception Spring Term 1	9	Three	Assess and review Phase 3 work		On Wood Park Farm



Reception Spring Term 1	1	Three (Mastery)	Revisit GPCs and CEW: j v w x	Revisit: me	Meet Jim! The Vixa
Reception Spring Term 1	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu	Revisit: we , be	Yap, Yazz The Queen's Quoit As Good As Me
Reception Spring Term 1	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng	Revisit: he , she	Darth, Boss of the Road A Wish for a Fish Sasha! Sasha!
Reception Spring Term 2	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa	Revisit: was, you	Pet Rabbits
Reception Spring Term 2	5	Three (Mastery)	Revisit GPCs and CEW: oo ar or ur	Revisit: they , all	Moaning Min Ding Dong!
Reception Spring Term 2	6	Three (Mastery)	Revisit GPCs and CEW: ow oi ear air	Revisit: are , my	Into the Woods Down on the Farm Dark Hair Dark Hair
Reception Spring Term 2	7	Three (Mastery)	Revisit GPCs and CEW: ure er	Revisit: her	A Bigger HET Looking for Pets



Reception Spring Term 2	8	Three (Mastery)	Assess and review Phase 3 work		Max Has a Bad Mighs Chip Visits the Moon Teeth
Reception Spring Term 2	9	Three (Mastery)	Assess and review Phase 3 work		Feeding at Night At the Fun Fetr
Reception Summer Term 1	1	Four	CVCC and CCVC words	said, have	Frag and Toad Go Fer a Swim Fig. Lunch
Reception Summer Term 1	2	Four	CVCC and CCVC words	like, so, do	Cats are Fun!
Reception Summer Term 1	3	Four	CVCC and CCVC words	some, come	The Wedding Garden
Reception Summer Term 1	4	Four	CVCC and CCVC words	were, there	Big Bins Suck!
Reception Summer Term 1	5	Four	CVCC and CCVC words Read words containing -ed endings	little, one	Missing!



Reception Summer Term 1	6	Four	CVCC and CCVC words Read words containing -ing endings	when, out, what	Sleep Tight. Bats!
Reception Summer Term 2	1	Four (Mastery)	CVCC words	Revisit: said, have	Duck Woodland Track
Reception Summer Term 2	2	Four (Mastery)	CCVC words	Revisit: like , so , do	The Fresh Load Fear Not. Came!!
Reception Summer Term 2	3	Four (Mastery)	Teach blending of polysyllabic CVCC and CCVC words	Revisit: some, come	Big Trucks Bananas Bananas
Reception Summer Term 2	4	Four (Mastery)	Teach blending of CCVCC words	Revisit: were, there	The Camping Trip In the Dark How the Zebra Got His Coat
Reception Summer Term 2	5	Four (Mastery)	Teach blending of CCVCC and polysyllabic CCVCC words	Revisit: little , one	Alana du Raccomo
Reception Summer Term 2	6	Four (Mastery)	Teach blending of CCCVCC words	Revisit: when, out, what	Frank Flees a Fish Of Dogs



Year 1 Autumn Term 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		Dex the Digger Lunches for Alfred
Year 1 Autumn Term 1	2	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -ing to verbs		Seeing Light and Dark Stan's Gittering Trail
Year 1 Autumn Term 1	3	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Revisit adding the suffixes -ed and -er to verbs		Robbing Hood Sport Sport
Year 1 Autumn Term 1	4	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -er to adjectives Teach adding the suffix -est		The Amezon Rainforest Clocks
Year 1 Autumn Term 1	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	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach reading words with contractions		Hot Air-Balloons King
Year 1 Autumn Term 2	1	Five a)	Teach new graphemes for reading: ay ou ie ea Teach the days of the week	oh, their	and Clean Star



Year 1 Autumn Term 2	2	Five a)	Teach new graphemes for reading: oy ir ue (as in glue) ue (as in cue)	people	Three Clues Chopper
Year 1 Autumn Term 2	3	Five a)	Teach new graphemes for reading: aw wh ph ew (as in blew)	Mr, Mrs	Flap Flap Flat
Year 1 Autumn Term 2	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	Five a)	Teach new graphemes for reading: a-e , e-e , i-e , o-e	Revisit: called	Caves The Floating Markets of Bangkok
Year 1 Autumn Term 2	6	Five a)	Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)	asked	Looking Canute's Flute at the Stars
Year 1 Spring Term 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 Clank Clunk
Year 1 Spring Term 1	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 Planets Agnets Spheres



Year 1 Spring Term 1	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	Mr White's Whiskers Northern Mr. White's Whiskers It will have the second of the seco
Year 1 Spring Term 1	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 Cunning Plan in the Best Homes
Year 1 Spring Term 1	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 Ris We Can Play
Year 1 Spring Term 1	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	Luke and the Mule
Year 1 Spring Term 2	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	Dozzling Water Sports Who Needs Water
Year 1 Spring Term 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	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 Scooter Contest



Year 1 Spring Term 2	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	Stone Soup Wild Weather
Year 1 Spring Term 2	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 Celest Crystal Bracelet
Year 1 Spring Term 2	6	Five b)	Assess and review alternative pronunciations of known graphemes for reading		Fantastic Jogging into Space
Year 1 Summer Term 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)		The Adventure of the Sunken Gold
Year 1 Summer Term 1	2	Five c)	Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen)		Sir Jeff's Birthday Treat Shipwrecks
Year 1 Summer Term 1	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 and the Treasure Chest Ches
Year 1 Summer Term 1	4	Five c)	Teach alternative spellings of phonemes: /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father)		Let's Visit South Africa Monkey Mischief



Year 1 Summer Term 1	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
Year 1 Summer Term 1	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 The Lady with the Lamp
Year 1 Summer Term 2	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 Ostrich
Year 1 Summer Term 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!
Year 1 Summer Term 2	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 *** Tweet, Tweet, Parp!
Year 1 Summer Term 2	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
Year 1 Summer Term 2	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



Year 1 Summer Term 2	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 Space Musical Market Mar
Year 2 Autumn Term 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 Happy Cows
Year 2 Autumn Term 1	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 Biggest Carrot in the World
Year 2 Autumn Term 1	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 Mankeys
Year 2 Autumn Term 1	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 How Tob Case Vineral
Year 2 Autumn Term 1	3	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: ea (as in head), er (as in her), ou (as in you), ou (as in could), ou (as in mould); Revisit reading the common exception words different , any , eyes	The Nest Quest
Year 2 Autumn Term 1	4	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: 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 friends , once , please	Dragon Butterfly!



Year 2 Autumn Term 1	5	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: c (as in cell), g (as in gent), ey (as in they); Revisit reading all common exception words. Practise common misconceptions.	The Princess and the Pea
Year 2 Autumn Term 2	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 Feet! Our City, Our Homs
Year 2 Autumn Term 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 Girl
Year 2 Autumn Term 2	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)	Moon Race Explorers Pearl and Pressult
Year 2 Autumn Term 2	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)	Had the cooling and Peek
Year 2 Autumn Term 2	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 *** Robot
Year 2 Autumn Term 2	6	Five c) (Mastery)	Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words	"I'm Not a "Monster!