



Unlocking Letters and Sounds Progression

The progression used in **Unlocking Letters and Sounds** largely follows the progression contained in *Letters and Sounds 2007*, with some modifications based upon:

- a decade of experience of teaching using *Letters and Sounds* in schools
- feedback from schools who have been trialling the **Unlocking Letters and Sounds** programme
- refinements and clarifications of learning elements omitted from *Letters and Sounds*
- updated guidance, including requirements from the National Curriculum

The progression is structured broadly to follow Phases 2 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 phases are organised as follows:

- Phase 2
- Phase 3
- Phase 3 Mastery
- Phase 4
- Phase 4 Mastery
- Phase 4 Revision (including NC Y1 requirements)
- Phase 5a)
- Phase 5a) Mastery (including NC Y1 requirements)
- Phase 5b)
- Phase 5c)
- Phase 5a) Spellings recap and 5b) Mastery
- Phase 5c) Mastery

Year group	Week (Term)	Week (Phase)	Phase	GPCs taught	CEW taught
Preschool	-		One	Sound discrimination, phonological awareness, rhyme, 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	Read: the
Reception Autumn Term 1	4	4	Two	ck e u r	Read: to, into
Reception Autumn Term 1	5	5	Two	h b f ff	Read: no, I



Progression

Reception Autumn Term 1	6	6	Two	l ll ss Read words with -s ending	Read: go
Reception Autumn Term 2	1	1	Three	j v w x	Read: me
Reception Autumn Term 2	2	2	Three	y z zz qu	Read: we, be Write: the, into, go, to
Reception Autumn Term 2	3	3	Three	ch sh th (voiced and unvoiced) ng	Read: he, she
Reception Autumn Term 2	4	4	Three	ai ee igh oa	Read: was, you Write: I, no
Reception Autumn Term 2	5	5	Three	oo ar or ur	Read: they, all
Reception Autumn Term 2	6	6	Three	Read words containing -ing endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	
Reception Spring Term 1	1	7	Three	ow oi ear air	Read: are, my
Reception Spring Term 1	2	8	Three	ure er Reading and spelling words containing digraphs and trigraphs	Read: her
Reception Spring Term 1	3	9	Three	Assess and review Phase 3 work	
Reception Spring Term 1	4	1	Three (Mastery)	Revisit GPCs and CEW: j v w x , me	Revisit: me
Reception Spring Term 1	5	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu , we, be	Revisit: we, be
Reception Spring Term 1	6	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng , he, she	Revisit: he, she
Reception Spring Term 2	1	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa , was, you	Revisit: was, you

Reception Spring Term 2	2	5	Three (Mastery)	Revisit GPCs and CEW: oo ar or ur they, all	Revisit: they, all
Reception Spring Term 2	3	6	Three (Mastery)	Revisit GPCs and CEW: ow oi ear air , are, my	Revisit: are, my
Reception Spring Term 2	4	7	Three (Mastery)	Revisit GPCs and CEW: ure er , her	Revisit: her
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: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: said, have Write: he, she, we, me, be
Reception Summer Term 1	2	2	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: like, so, do Write: was, you
Reception Summer Term 1	3	3	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: some, come Write: they, all, are
Reception Summer Term 1	4	4	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: were, there Write: my, her
Reception Summer Term 1	5	5	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed endings with no change to the root word	Read: little, one
Reception Summer Term 1	6	6	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ing endings with no change to the root word	Read: when, out, what
Reception Summer Term 2	1	1	Four (Mastery)	CVCC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: said, have
Reception Summer Term 2	2	2	Four (Mastery)	CCVC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: like, so, do
Reception Summer Term 2	3	3	Four (Mastery)	Teach blending of polysyllabic CVCC and CCVC words	Revisit: some, come



Progression

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 CCCVC words	Revisit: when, out, what
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 Teach adding -s and -es as a third person singular marker for verbs Revisit blending of words where -s and -es are added	
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. Teach adding the suffix -ed to verbs Teach adding the suffix -er to verbs to change them to a noun 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	Read: oh, their
Year 1 Autumn Term 2	2	2	Five a)	Teach new graphemes for reading: oy ir ue (as in glue) ue (as in cue)	Read: people Write: said, so

Year 1 Autumn Term 2	3	3	Five a)	Teach new graphemes for reading: aw wh ph ew (as in blew)	Read: Mr, Mrs Write: have
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/	Read: looked, called Write: like
Year 1 Autumn Term 2	5	5	Five a)	Teach new graphemes for reading: a-e, e-e, i-e, o-e	Revisit (read): called Write: some, come
Year 1 Autumn Term 2	6	6	Five a)	Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)	Read: asked Write: were, there
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 (read): 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 (read): people Revisit (write): said, so
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 (read): Mr, Mrs Revisit (write): have
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 (read): looked, called Revisit (write): like
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 (read): called Revisit (write): some, come
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) Revise all Phase 5a) Assess and review correct use of NC letters/suffixes	Revisit (read): asked Revisit (write): were, there
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) Teach reading the common exception words water, where, who, again	Read: water, where, who, again Write: little, one

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) Teach reading the common exception words thought, through, mouse, work	Read: thought, through, mouse, work Write: do
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) Teach reading the common exception words many, laughed, because	Read: many, laughed, because Write: when, what
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) Teach reading the common exception words different, any, eyes	Read: different, any, eyes Write: out
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) Teach reading the common exception words friends, once, please	Read: friends, once, please
Year 1 Spring Term 2	6	6	Five b)	Assess and review alternative pronunciations of known graphemes for reading Assess and review reading new common exception words and correct use of NC endings	
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)	Write: oh
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)	Write: their
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)	Write: people
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)	Write: Mr, Mrs
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)	Write: looked
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)	Write: called, asked

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)oo/ (as in cue), /(y)oo/ (as in tune)	
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)	
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 Revise reading all common exception words	
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) Revise reading all common exception words	
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 Revisit reading all common exception words	
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) Revisit reading all common exception words	

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) Revisit reading all common exception words
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) Revisit reading all common exception words
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) Revisit reading all common exception words
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) Revisit reading all common exception words
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

- ★ At this point phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per National Curriculum requirements.
- ★ **Note:** Y1 NC coverage should also be taught within Year 1 English lessons.