



# My Letters and Sounds

## Red Rose Letters and Sounds

### Readers Mapping Document



Schofield & Sims

# Explanatory Guidance For Teachers

The Schofield & Sims **My Letters and Sounds Phonics Readers** were developed as exciting, fully decodable stories that match the progression of the My Letters and Sounds SSP programme. However, they can also be used with other Letters and Sounds progressions.

This mapping document is for teachers interested in using the Schofield & Sims **My Letters and Sounds Phonics Readers** with the *Red Rose Letters and Sounds* progression from Phase Two to Phase Five. The *Red Rose Letters and Sounds* teaching content for each phase is separated out into weeks. **My Letters and Sounds Phonics Readers** are then matched to the teaching content, so that teachers can see quickly and easily which readers can be introduced in which week.

Phonics Readers should be introduced once all the teaching content for the week has been covered. Two or more Phonics Readers are introduced in some weeks. Any Phonics Readers that children have not read during the week in which they are introduced can be read in subsequent weeks to reinforce their knowledge.

In some weeks, no new Phonics Readers are introduced. These weeks can be used to allow children to catch up with any Phonics Readers that they have not yet read from previous weeks. Children may also choose to re-read Phonics Readers from previous weeks to consolidate their knowledge.

Some teaching weeks in the *Red Rose Letters and Sounds* progression are also used to consolidate existing knowledge. This is particularly common in Phase Two. Within the **My Letters and Sounds Phonics Readers**, some Phonics Readers are designated ‘Practice’ readers because they do not introduce new content. These ‘Practice’ readers have been assigned to the consolidation weeks so that children can develop their existing learning.

In Phase Two, children encounter ‘tricky words’ earlier in the Schofield & Sims My Letters and Sounds SSP programme than they do in the *Red Rose Letters and Sounds* progression whereas, in Phases Three onwards, the trend reverses. The arrangement of the Phonics Readers in this document thus takes care to ensure that children never encounter a ‘tricky word’ or GPC they have not learnt in the *Red Rose Letters and Sounds* progression. It should also be noted that the **My Letters and Sounds Phonics Readers** do not include pseudo words.

In Phase Five, some Phonics Readers require specific vocabulary or sounds that are not covered in the *Red Rose Letters and Sounds* programme. These Phonics Readers are included in an appendix at the end of the document.

More Phonics Readers are constantly being added to the **My Letters and Sounds Phonics Readers**. In some cases, these are indicated on this mapping document with blank cover placeholders. This mapping document will continue to be updated as new Phonics Readers are added to the list in the future. You can download the most recent version of this chart under **My Letters and Sounds** on the Schofield & Sims website at <https://www.schofieldandsims.co.uk/free-downloads/>.

# Phase Two

Week	Reading GPCs	Reading Tricky Words	Recommended Schofield & Sims Books
1	s a t		n/a
2	p i n		n/a
3	m d g		
4	Consolidate: s a t p i n m d g		
5	o c k	the	

# Phase Two (continued)

Week	Reading GPCs	Reading Tricky Words	Recommended Schofield & Sims Books
6	ck e u	l to	  
7	r h b	no go	   
8	Consolidate: o c k ck e u r h b	into	 
9	f ff l	Consolidate: the l to no go into	  
10	ll ss		  

# Phase Two (continued)





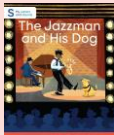



Week	Reading GPCs	Reading Tricky Words	Recommended Schofield & Sims Books
11	Consolidate: f ff l ll ss	Consolidate: the l to no go into	
12	Consolidate as required	Consolidate Phase Two Tricky Words as required	

In Phase Two, teach high-frequency words with the s pronounced /z/ sound, including: as is us his has.

Phonics Readers begin including these words from Week 7.

Two-syllable words are not properly taught until Week 7 of Phase Three. However, they are slowly introduced in the Phonics Readers from Week 11 of Phase Two.

# Phase Three

Week	Reading GPCs	Reading Tricky Words	Recommended Schofield & Sims Books
1	j v w	he she	
2	x y z zz	we be me	 
3	qu ch sh	was my	 
4	th th ng	you they	 
5	Consolidate: qu ch sh th th ng	Consolidate: he she we be me was my you they	

# Phase Three (continued)

Week	Reading GPCs	Reading Tricky Words	Recommended Schofield & Sims Books
6	ai ee	her all	  
7	igh oa Two-syllable words	are like (Phase Four words from 'like' onwards)	  
8	oo oo Two-syllable words	said when	 
9	ar or Two-syllable words	have one	 
10	Consolidate: ai ee igh oa oo oo ar or	Consolidate: her all are like said when have one	

# Phase Three (continued)

Week	Reading GPCs	Reading Tricky Words	Recommended Schofield & Sims Books
11	ur ow	come do	
12	oi ear Introduce pseudo words	so were	
13	air ure er Introduce pseudo words	some there	
14	Consolidate: ur ow oi ear air ure er	out little what	
15	Consolidate as required	Consolidate Phase Three and Four Tricky Words as required	



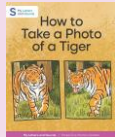

# Phase Four

Week	Reading GPCs	Reading Tricky Words	Recommended Schofield & Sims Books
1	Teach CVCC and CCV	said so have like	  
2	Teach CCVC and CCVCC	some come were there	     
3	Teach CCCVC and CCCVCC	little do one when	   
4	Teach polysyllabic words containing Phase Two and Phase Three graphemes and adjacent consonants	out what it's	      

# Phase Five

Week	Reading GPCs	Reading Tricky and High-Frequency Words	Recommended Schofield & Sims Books
1	ay (day), ou (about), ie (tie), ea (eat)	Mr Mrs people	
2	oy (enjoy), ir (girl), ue (blue), ue/y(oo)/ (cue), aw (claw)	looked called asked	
3	wh (which), ph (dolphin), ew (flew), ew/y(oo)/ (stew)	oh their could	
4	oe (toe), au (Paul), a-e (made), e-e (swede)	water where who	n/a
5	i-e (time), o-e (stone), u-e (flute), u-e/y(oo)/ (cube)	again thought through	

# Phase Five (continued)

Week	Reading GPCs	Reading High-Frequency Words	Recommended Schofield & Sims Books
6	i (find), o (both), o (other), c (cell), g (ginger)	work mouse many	n/a
7	u (music), ow (snow), ie (chief), ea (bread)	laughed because different	n/a
8	er (fern), ch (school), ch (chef), a (want), a (acorn)	any eyes friends	
9	e (remind), y (try), y (baby), ou (group), ou (touch)	once please	n/a
10	Consolidate /ee/: ee (street), ea (cream), ie (field), e-e (theme), y (baby), e (remind)  Teach /ee/: ey (key)	I'm I'll let's	

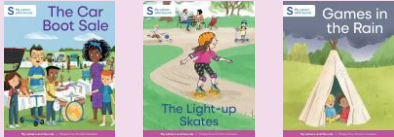
# Phase Five (continued)

Week	Reading GPCs	Reading High-Frequency Words	Recommended Schofield & Sims Books
11	Consolidate /ee/: ee (street), ea (cream), ie (field), e-e (swede), y (baby), ey (key), e (remind)	small great before	n/a
12	Consolidate /oo/: oo (spoon), ew (flew), u-e (flute), u-e/y(oo)/ (cute), ue (blue), ue/y(oo)/ (rescue)  Teach /oo/: ui (fruit)	jumped stopped pulled	n/a
13	Consolidate /ai/: ai (train), ay (day), a-e (made), a (acorn)  Teach /ai/: ey (grey), eight (neigh), ea (steak)	gone we're	n/a

# Phase Five (continued)

Week	Reading GPCs	Reading High-Frequency Words	Recommended Schofield & Sims Books
14	Consolidate /igh/: igh (flight), ie (tie), i-e (time), y (try), i (find)	Revise/re-teach tricky words and high frequency words from above as needed	n/a
15	Consolidate /oa/: oa (float), ow (snow), oe (toe), o-e (stone), o (both)  Teach /oa/: ol (cold), oul (shoulder)		n/a
16	Consolidate /ow/: ow (cow), ou (about) Consolidate /oi/: oi (coin), oy (boy)  Teach /ow/: ough (plough)		n/a



# Phase Five (continued)

Week	Reading GPCs	Reading High-Frequency Words	Recommended Schofield & Sims Books
17	<p>Consolidate /ar/: ar (farm) Consolidate /u/: u (cup), oo (good)</p> <p>Teach /ar/: a (father), al (half) Teach /u/: oul (could)</p>	<p>Revise/re-teach tricky words and high frequency words from above as needed</p>	
18	<p>Consolidate /or/: or (fork), aw (claw), au (Paul)</p> <p>Teach /or/: oor (door), ore (more), al (walk), our (four), oar (roar), augh (caught), ough (thought)</p>		
19	<p>Consolidate /ur/: ur (fur), ir (girl), er (germ)</p> <p>Teach /ur/: or (work), ear (learn)</p>		

# Phase Five (continued)

Week	Reading GPCs	Reading High-Frequency Words	Recommended Schofield & Sims Books
20	Consolidate /ear/: ear (clear)  Teach /ear/: eer (cheer), ere (here)	Revise/re-teach tricky words and high frequency words from above as needed	n/a
21	Consolidate /air/: air (chair)  Teach /air/: ear (bear), are (share), ere (where)		n/a
22	Teach /l/: le (uncle), al (medal) Teach /z/: se (cheese), ze (freeze) Teach /zh/: s (usual), si (vision)		n/a
23	Teach /n/: kn (knee), gn (sign) Teach /r/: wr (wrist)		n/a

# Phase Five (continued)




Week	Reading GPCs	Reading High-Frequency Words	Recommended Schofield & Sims Books
24	<p>Consolidate /j/: g (magic) Consolidate /s/: c (place)</p> <p>Teach /j/: ge (large), dge (fridge) Teach /s/: se (house), ce (pence), sc (scent), st (listen)</p>		
25	<p>Consolidate /sh/: ch (chef)</p> <p>Teach /sh/: ti (action), ssi (mission), si (mansion), ci (special), s (sugar), ss (tissue), ce (ocean)</p>	<p>Revise/re-teach tricky words and high frequency words from above as needed</p>	n/a
26	<p>Teach /m/: mb (thumb), Teach /v/: ve (love), Teach /ch/: tch (catch), ture (picture)</p>		




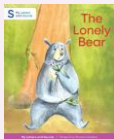


# Phase Five Appendix

In Phase Five, the Schofield & Sims My Letters and Sounds SSP programme teaches children some GPCs and tricky words that are not covered in the *Red Rose Letters and Sounds* progression. This means that a selection of the **Schofield & Sims My Letters and Sounds Phonics Readers** in Phase Five would require additional content to be taught to children before they could be used alongside the *Red Rose Letters and Sounds* programme. As can be seen from the table, most of this extra content is tricky words, but several of the Phonics Readers include additional GPCs.

This table shows these Phonics Readers and indicates how they would fit best with the *Red Rose Letters and Sounds* progression.




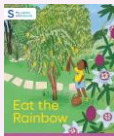
Reader	Reader Focus GPCs	Red Rose Phase Five tricky words	Extra content to teach	Week
	ow /oa/ sound ie /ee/ sound ea /e/ sound	asked where who many any	two house	17
	al and el for /l/ or /ul/ tch for /c/ dge and ge for /j/	their could water where thought through friend	two	26
	o and o-e for /u/ ey for /ee/ ui for /oo/ (long)	people called their through many because different	two	26

# Phase Five Appendix (continued)

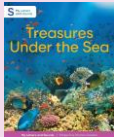


Reader	Reader Focus GPCs	Red Rose Phase Five tricky words	Extra content to teach	Week
	Revision of GPCs in /ur/ phoneme family: ur ir er (w) or for /ur/ ear for /ur/	their could who water where work laughed friends	busy pretty	19
	eer and ere for /ear/ are for /air/ ear and ere for /air/	called asked their could where thought through friend	busy loved catch	21
	/ure/ for ure t(ure) for /ch/ a for /ar/ (e.g. father*) al for /ar/	called where many work eyes	two beautiful hour	26
	Unstressed /er/ at the end of words for or, ar. Unstressed /er/ in the middle of longer words for er (and other vowels depending on pronunciation)	their could who where because different before	two	26

\*'a' may not be pronounced in this way in words such as 'bath' in some regional pronunciations.

# Phase Five Appendix (continued)

Reader	Reader Focus GPCs	Red Rose Phase Five tricky words	Extra content to teach	Week
	/n/ for kn, gn /r/ for wr /m/ for mb	called their work any	beautiful parents shoe	26
	/s/ for st, sc /i/ for y /or/ for our, oar, augh	water work	/i/ for y two you've	24
	Revision of GPCs in /ai/ phoneme family: ai, ay, a-e, a /ai/ for eigh, aigh /ai/ for ey, ea	their through great	/i/ for y /ai/ for aigh love move improve	24
	/sh/ for s /sh/ for t(ion) /sh/ for ci, ssi, si	asked looked water thought different jumped	pretty beautiful	26

# Phase Five Appendix (continued)

Reader	Reader Focus GPCs	Red Rose Phase Five tricky words	Extra content to teach	Week
	/zh/ for su, si Reading words with prefix un– Reading words with suffix –ly	people called their water who many different let’s	beautiful	26
	Practice	their through friends small jumped	/ai/ for aigh	27+
	Practice	looked asked could through friend please let’s	/ai/ for aigh  two move improve	27+