

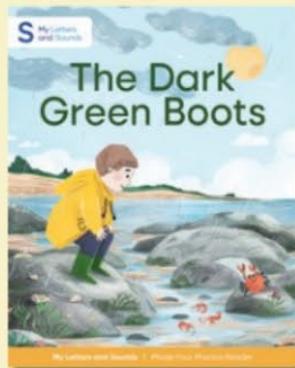
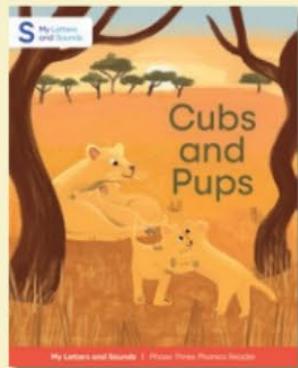
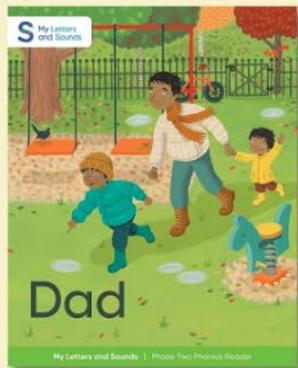


My Letters
and Sounds

✓ DfE Validated

LPDS
REDROSE
Letters and Sounds

Red Rose Letters and Sounds Matching Document



Revised for 2026



Explanatory Guidance For Teachers

The Schofield & Sims My Letters and Sounds Phonics Readers were developed as exciting, fully decodable texts 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 book matching 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 texts 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.

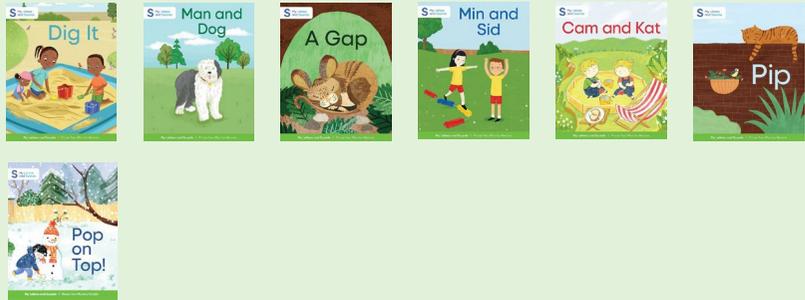
In some weeks, no new Phonics Readers are introduced. These weeks can be used to allow children to catch up with any Phonics Readers that they have not yet read from previous weeks. Children may also choose to re-read Phonics Readers from previous weeks to consolidate their knowledge.

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.

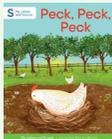
In Phase Two, children encounter ‘tricky words’ earlier in the Schofield & Sims My Letters and Sounds SSP programme than they do in the *Red Rose Letters and Sounds* progression whereas, in Phases Three onwards, the trend reverses. The arrangement of the Phonics Readers in this document thus takes care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

For each week of teaching in Phase Five, the content covered and the books that match are shown, together with any relevant notes or words that need to be pre-taught.

Phase Two

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

Phase Two (continued)

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

Phase Two (continued)

Week	GPCs taught	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 phoneme s pronounced /z/, including: as is us his has.

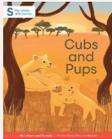
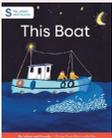
Phonics Readers begin including these words from Week 7.

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

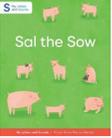
Phase Three

Week	GPCs taught	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	

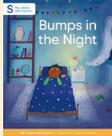
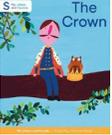
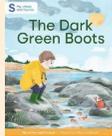
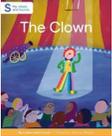
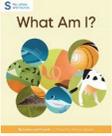
Phase Three (continued)

Week	GPCs taught	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	GPCs taught	Tricky Words	Recommended Schofield & Sims Books
11	ur ow	come do	 
12	oi ear	so were	  
13	air ure er	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

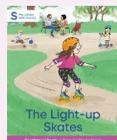
Week	GPCs taught	Tricky Words	Recommended Schofield & Sims Books
1	Teach CVCC and CCV	said so have like	  
2	Teach CCVC and CCVCC	some come were there	     
3	Teach CCCVC and CCCVCC	little do one when	   
4	Teach polysyllabic words containing Phase Two and Phase Three graphemes and adjacent consonants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

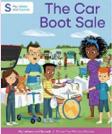
Phase Four continued

Week	GPCs taught	Tricky Words	Recommended Schofield & Sims Books
4 Consolidation	<p>Note: These books are decodable in Phase 4, but they include the suffix -ing, -ed or -est. They can therefore only be read in Year 1 once these have been taught. These books would also be useful for children post Year 1 who are still consolidating Phases 2, 3 and 4.</p>		 <p>pre-teach love it's that's</p> 

Phase Five

- Note:** 1) The Phase 5 books with a **red sticker** use the suffix **-ed** and can only be used in Year 1 once the suffix **-ed** has been taught.
 2) The Phase 5 books with a **blue sticker** use the suffix **-es** and can only be used in Year 1 once the suffix **-es** has been taught.

Week	GPCs taught	Tricky and High-Frequency Words	Recommended Schofield & Sims Books
1	ay (day) ou (about) ie (tie) ea (eat)	Mr Mrs people	 <p>pre-teach oh</p>
2	oy (enjoy) ir (girl) ue (blue) ue/y(oo)/ (cue) aw (claw)	looked called asked	 <p>pre-teach your their</p>
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	 <p>pre-teach our here</p>

Week	GPCs taught	Tricky and High-Frequency Words	Recommended Schofield & Sims Books
5	i_e (time) o_e (stone) u_e (flute) u_e/y(oo)/ (cube)	again thought through	 <p>pre-teach should would</p>  <p>pre-teach should would</p> 
6	i (find), o (both), o (other), c (cell), g (ginger)	work mouse many	 <p>pre-teach once eyes your</p>

Phase Five (continued)

Week	GPCs taught	High-Frequency Words	Recommended Schofield & Sims Books
7	u (music), ow (snow), ie (chief), ea (bread)	laughed because different	 <p>pre-teach two house any</p>
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	 <p>pre-teach work</p>  <p>pre-teach Peter's whole</p>

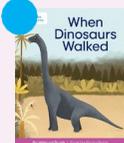
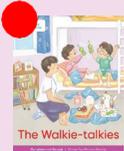
Phase Five (continued)

Week	GPCs taught	High-Frequency Words	Recommended Schofield & Sims Books
10	Consolidate /ee/: ee (street), ea (cream), ie (field), e-e (theme), y (baby), e (remind) Teach ey (key)	I'm I'll let's	
11	Consolidate /ee/: ee (street), ea (cream), ie (field), e-e (theme), y (baby), ey (key), e (remind)	small great before	
12	Consolidate: /oo/ oo (spoon) ew (flew) u_e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) Teach ui (fruit)	jumped stopped pulled	 <p>pre-teach catch match two</p>
13	Consolidate: /ai/ ai (train) ay (day) a_e (made) a (acorn) Teach ey (grey) eigh (neigh) ea (steak)	gone we're	 <p>pre-teach move straight improve</p>

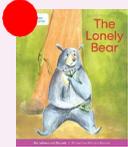
Phase Five (continued)

Week	GPCs taught	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	
15	Consolidate /oa/: oa (float), ow (snow), oe (toe), o-e (stone), o (both) Teach /oa/: ol (cold), oul (shoulder)		 pre-teach catch 
16	Consolidate /ow/: ow (cow), ou (about) Teach /ow/: ough (plough) Consolidate /oi/: oi (coin), oy (boy)		 pre-teach house

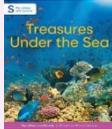
Phase Five (continued)

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

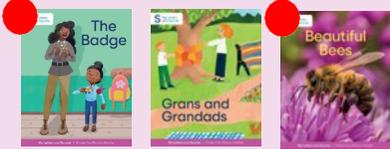
Phase Five (continued)

Week	GPCs taught	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	
21	Consolidate: /air/ air (chair) Teach: ear (bear) are (share) ere (where)		
22	Teach: /l/ le (uncle) al (medal) Teach: /z/ se (cheese) ze (freeze) Teach: /zh/ s (usual) si (vision)		
23	Teach /n/: kn (knee), gn (sign) Teach /r/: wr (wrist)		

Phase Five (continued)

Week	GPCs taught	High-Frequency Words	Recommended Schofield & Sims Books
24	Consolidate: /j/ g (magic) Teach: ge (large) dge (fridge) Consolidate: /s/ c (place) Teach: /s/ se (house) ce (pence) sc (scent) st (listen)		 <p>pre-teach live Olive</p> 
25	Consolidate: /sh/ ch (chef) Teach: ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	Revise/re-teach tricky words and high-frequency words from above as needed	  <p>pre-teach treasure</p>

Phase Five (continued)

Week	GPCs taught	High-Frequency Words	Recommended Schofield & Sims Books
26	Teach: /m/ mb (thumb) Teach: /v/ ve (love) Teach: /ch/ tch (catch) ture (picture)	Revise/re-teach tricky words and high-frequency words from above as needed	
27+	Consolidate where necessary		