



Evergreen Academy Early Reading Phonics Sequence of Learning



RATIONALE:

KS1 Children are exposed to Phonics immediately as they arrive at Evergreen. When they arrive, children are taught synthetic phonics through Bug Club Phonics, a comprehensive teaching programme and DfE-approved systematic synthetic phonics scheme. The scheme follows a proven progression and assists our children to progress in Phonics and Early Reading at a time when the provision of phonics may have been impacted by the reason for their placement at Evergreen. As well as helping children academically, we believe the lesson progression and books in our scheme help increase positive attitudes to the development of reading for our children and to reengage learning so that they can once again realise the enjoyment of reading and resume their reading journey once again.

Key Strategies We use a multi-sensory approach to engage and stimulate the children in their learning and application of phonics. The terminology we use with the children is consistent and modelled within the lesson. (Appendix 4)

Early Reading:

The Bug Club Phonics programme follows the teaching sequence of letters and sounds and lessons are structured in the same way each day with an **introduction, revisit, and teaching of the sound, practice and apply** element to every session. This provides the children with consistent routines that they can become familiar with to recall and embed their knowledge of the sounds that they are learning. The scheme follows a programme where children are taught the phonemes (smallest unit of sound) and graphemes (number of letters that represent a sound in a word) through a series of phases.

Each phonics lesson **reviews** previous sounds taught and then introduces a **new** sound through a range of resources including videos and books that complement the development of the sound and help children to recall, practice and retain the phoneme. The children develop their knowledge of the sound through a variety of words and learn how to segment sounds and then blend them to read words and then apply this to spelling. Nonsense words (alien words) are also taught as part of the programme which helps ensure our children are prepared should they remain at Evergreen and can undertake the Year 1 Phonics Screening Check.

On arrival at Evergreen children are baselined to ascertain the level of their phonetic knowledge and this information is used to identify the correct stage or starting point. At Evergreen Bug Club phonics is used to support our Key Stage One children and is adapted to meet the needs of our children. Children are regularly assessed using the Bug Club Assessments to monitor progress and celebrate success. Daily lessons include revision of the previously learnt sound, and words that were read the day before providing consolidation. Children move to reading captions and sentences and decodable readers are introduced at the beginning of their Phonics journey. Daily lessons are in short, discrete sessions.

A child will only move on to the next stage of their phonic development when:

- Children are secure and able to articulate the letter and sound of a specific phoneme/grapheme.
- Children can correctly pronounce the letter and sound phonetically.
- Children can segment and blend words in reading and in writing.
- When children can recognise initial, middle and final sounds.
- When children spell the word and use it the correct context.

When a child enters KS2 and is below the level expected of their peers phonic development support is continued through the Rapid Phonics Programme. Again, a baseline is sought and an understanding of a child's phonetic ability. Interventions are taught, regularly, in 1:1 or small group settings and adapted to meet the needs of our children. Rapid phonic sessions are in addition to daily English and reading lessons.

Common exception words: Our school's agreed approach to the teaching of common exception words is that children are encouraged to use their knowledge of synthetic phonics as much as possible to work out how to read unfamiliar words aloud. The bits of a word that are 'tricky' and do not directly correspond to known grapheme-phoneme correspondence are identified and discussed as a teaching point. We call these 'tricky' words or RED words in school (Appendix 2). Within this sequence, we have identified where we expect red 'tricky' words and decodable common exception words to be taught.

Appendix 1

Bug Club Scheme linked to phonics progression.



Phase 2 Set 1& 2	/s/s, /a/a, /t/t, /p/p, /i/i, /n/n, /m/m, /d/d	
Phase 2 – Set 3	/g/g, /o/o, /c/c, k	to
Phase 2 – Set 4	/c/ck, /e/e, /u/u, /r/r	the, no, go
Phase 2 – Set 5	/h/h, /b/b, /f/f, ff, /l/l, ll /s/ss	l, into, her

Phase 3 – Set 6	/j/j, /v/v, /w/w, /x/ x	me, be
Phase 3 – Set 7	/y/y, /z/z, zz, /qu/qu	he, my, by, she
Phase 3 – Set 8	/ch/ch, /sh/sh, /th/th, /ng/ng	they
Phase 3 – Set 9	/ai/ai, /ee/ee, /igh/igh, /oa/oa, /oo/oo (long) /oo/oo (short)	we, are
Phase 3 – Set 10	/ar/ar, /or/or, /ur/ur, /ow/ow, /oi/oi	you
Phase 3 – Set 11	/ear/ear, /air/air, /ure/ure, /ur/ er	all, was, give, live

Phase 4 – Set 12	Consolidation Adjacent consonants consolidation (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what
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Phase 5 – Set 13 (alternatives graphemes)	wh, ph, w, f	oh, their, people
Phase 5 – Set 14 (alternatives graphemes)	ai, ay, a-e, eigh, ey, ei	Mr, Mrs, Ms
Phase 5 – Set 15 (alternatives graphemes)	ee, ea, e-e, ie, ey, y	called, looked, asked
Phase 5 – Set 16 (alternatives graphemes)	igh, ie, i-e, y, i	water, where
Phase 5 – Set 17 (alternatives graphemes)	oa, ow, o-e, o, oe	who, again
Phase 5 – Set 18 (alternatives graphemes)	Oo (long), ew, ue, u-e, u, oul, oo (short)	thought, through,
Phase 5 – Set 19 (alternatives graphemes)	or, aw, au, al	work, because, laughed
Phase 5 – Set 20 (alternatives graphemes)	ur, ir, er, ear	Thursday, Saturday, thirteen, thirty
Phase 5 – Set 21 (alternatives graphemes)	ow, oi, ou, oy	different, many, any
Phase 5 – Set 22 (alternatives graphemes)	ear, air, eer, ere, are	eyes, friends
Phase 5 – Set 23 (alternatives graphemes)	/c/c, k, ck, ch	two, once
Phase 5 – Set 24 (alternatives graphemes)	/s/ c(e), c(i), c(y) sc, st(l) /s/ se, /z/ se,	great, clothes
Phase 5 – Set 25 (alternatives graphemes)	/j/ g(e) g(i), g(y), dge	it's, I'm, I'll, I've
Phase 5 – Set 26 (alternatives graphemes)	/l/le, /m/ mb, /n/kn, gn/r/ wr	don't, can't didn't
Phase 5 – Set 27 (alternatives graphemes)	/ch/ tch, /sh/ c(ial), c(ian), ss (ion), t(ion) ch, /e/ ea, /zh/ s(ion) s(ure), s(ual), /o/ (w)a, /u/o	first, second, third

Appendix 2

Teaching 'tricky red' words

Using grapheme correspondence (GPC) is the most reliable strategy for helping children read and spell words. There are 100 common words that recur frequently in much of what children read and what they need to write. Most of these words are decodable, however there are times when words are tricky, and you can't rely on this strategy. These words are 'tricky' because they cannot be read or spelt phonetically using the GPCs known.

A word may be temporarily 'tricky' because the sounds may not have been taught at this phase. Once the child has been taught these GPC the word will no longer seem tricky. Some words are permanently 'tricky' also. known as common exception words as they don't follow a rule. They cannot be decoded or encoded phonetically. A sight word is essentially any word someone recognises automatically. It is not a word that has to be learned by visual rote memory. Words become sight words because of the number of times we read or write them in context. All words, regular or irregular become sight words by competent readers.

Typically, teachers have taught children to learn and recall these words as wholes rather than to decode or encode them phoneme by phoneme. The practice of teaching words as whole words is flawed. You need to teach about 44 GPC and the skills for segmenting and blending, for phonics to make it possible to read and write 95% of all words. The fastest, most efficient, and reliable way to learn sight words is with phonics. Active analysis of words helps to put them into long term memory.

Teaching 'tricky red' words for reading and spelling.

When teaching 'tricky' words it is advisable to start from what is known and register the 'tricky' part in the word, using the phonics first approach.

When reading a tricky word, encourage the child to identify graphemes and the sounds in the words, even the parts of the word that are tricky. Sound talk the word, you can put sound buttons under each phoneme and blend them together to read the word.

Discuss the tricky part of the word where the letters do not correspond to the sounds the child knows. E.g., he - /h/e/the /e/ makes an /ee/ sound that we know is normally a digraph such as /ee/, /ea/, /ey/ but it is the tricky part of this word as it is represented by a single phoneme /e/. Encourage the child to say the letter names (graphemes) as well as the sounds (phonemes).

Before being required to spell it. Say a sentence using the word. Sound talk the word using a finger for each phoneme. Ask the child to do the same. Discuss the letters needed for each phoneme, using letter names. Highlight the tricky part of the word by drawing a circle around the 'tricky' part of the word. If there are other words with the same spelling pattern, teach these alongside the initial word as well.

Appendix 3 High Frequency Word Lists

100 high frequency words in phases

Phase 2			
Decodable words		Tricky words	
an	had	the	
as	back	to	
at	and	I	
if	get	no	
in	big	go	
is	him	Into	
it	his	her	
of	not		
off	got		
on	up		
can	mum		
dad	but		

Phase 3			
Decodable words		Tricky words	
will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are
them	look	be	my
with	too	was	her
		by	give
		live	

Phase 4			
Decodable words		Tricky words	
went		said	were
it's		have	there
from		like	little
children		so	one
just		do	when
help		some	out
		come	what

Phase 5 - Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five			
Decodable words		Tricky words	
did	day	said	Mr, Mrs, Ms
I'm	made	have	looked
by	came	like	called
time	make	so	asked
house	here	do	water
about	saw	some	where
your	very	come	who
	put	oh	again
		their	thought
		people	through
		because	work
		Thursday	laughed
		Saturday	different
		thirteen	any
		thirty	many
		eyes	great clothes
		friends	it's

		two once don't can't didn't	I'm I'll I've first second third
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National Curriculum CEW – Year 1

says where once ask friend school push love	pull full house our
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Appendix 4

Terminology (metalinguage)

Working terminology

Phonics has a large technical vocabulary. Below is a small number of working terms to help teach Letters and Sounds.

Phonics

Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Phonemes

Phonemes A phoneme is the smallest unit of sound in a word that can change its meaning (e.g., in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Graphemes

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters, but we use it to make all the graphemes that represent the phonemes of English.

Grapheme–phoneme correspondences (GPCs) and phoneme–grapheme correspondences

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. To read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g., sounding out ship as /sh/-/i/-/p/ not /s/-/h/-/i/-/p/), and then merge (blend) the phonemes together to make a word.

Segmenting and blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Digraphs and trigraphs (and four-letter graphemes)

A digraph is a two-letter grapheme where two letters represent one sound such as 'ea' in seat and 'sh' in ship. A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g., 'eau' in bureau, and 'igh' in night). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g., 'eigh' representing the /ai/ phoneme in eight and in weight). A split digraph has a letter that splits, i.e., comes between, the two letters in the digraph, as in make and take, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in make, scene, like, bone, cube, type. A very few words have more than one letter in the middle of a split digraph (e.g., ache, blithe, cologne, scythe).

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g., am (VC), Sam (CVC), slam (CCVC), or each (VC), beach (CVC), bleach (CCVC)

Appendix 5

Teaching a phonics lesson

Prompts	Helpful question to support teaching
Revisit and review	Are you making sure children practice phonemes already taught? Is it lively and fast paced? Are all children encouraged to participate?
Teach	Are you articulating the phonemes correctly? Are the children articulating the phonemes not just the teacher? Are the children taught the name of the letter? Are you showing the children how to read and write letters? Are you teaching the children to segment and blend? Are you teaching new learning or just consolidating? Make sure there is new learning where possible
Practice	Are you giving children opportunities to practice saying the phoneme? Are you giving children the opportunity to read the corresponding graphemes? Are you giving children opportunities to blend phonemes and read words? Are you giving children opportunities to segment words into phonemes/graphemes for spelling? Are you giving children opportunities to write the letter?
Apply	Are you giving children the chance to evidence application of their phonic knowledge and skills in purposeful reading and writing activities? Are you promoting all four independent skills of language – speaking, listening, reading, writing?
Other areas to think about	Are you giving children a multi-sensory approach, but keeping it focused on the learning goal? Is the session fun and interactive? Are you using prompts to support your lesson? Is the session short and focused? Is it pitched appropriately for the children? Have you carefully observed the progress of the children in the session? Have you given children opportunities to apply/practice pseudo words?



Phonics Phases Overview

Phase 1

Phase 1 develops children's abilities to listen to, make, explore and talk about sounds. Phase 1 is split into 7 aspects that are explored and developed through games.

7 Aspects of Phase 1

1. General sound discrimination- environmental sounds
2. General sound discrimination- instrumental sounds
3. General sound discrimination- body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice Sounds
7. Oral blending and segmenting

By the end of Phase 1, children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase 2 as these speaking and listening activities continue.

Phase 2

The purpose of this Phase is to teach at least 19 letters and move children on from oral blending and segmenting to using letters/ graphemes. By the end of Phase 2, many children should be able to read some short words using a vowel and consonant such as 'it, as, up' and vowel, consonant, vowel words such as 'cat, dog, hat' etc.

During Phase 2, the children will be introduced to reading two-syllable words and simple captions. They will also learn to read some 'tricky words'.

Phase 2 Sounds

/s/ s	/a/ a	/t/ t	/p/ p	/i/ i	/n/ n	/m/ m	/d/ d	/g/ g	/o/ o	/c/ c
k	/c/ ck	/e/ e	/u/ u	/r/ r	/h/ h	/b/ b	/f/ f, ff	/l/ l, ll	/s/ ss	

Phase 2 tricky words to read.

I	no	go	to	the	into	her
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By the end of Phase 2 children should:

- ✓ give the sound when shown any Phase 2 grapheme.
- ✓ find any Phase 2 grapheme, from a display, when given the sound.
- ✓ be able to orally blend and segment CVC words such as 'cat' or 'dog'.
- ✓ be able to blend and segment in order to read and spell words such as: if, am, on, up.

Phase 3

The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (e.g., oa), so the children can represent phonemes (sounds) by a grapheme (letters). Children also continue to practice CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names, learn to read some more tricky words and begin to spell some tricky words.

Phase 3 sounds

/j/ j	/v/ v	/w/ w	/x/ x	/y/ y	/z/ z	zz	/qu/qu	/ch/ch	/sh/sh	/th/th
/ng/ng	/ai/ ai	/ee/ee	/igh/igh	/oa/oa	/oo/oo Long & short	/ar/ar	/or/or	/ur/ ur	/ow/ow	/oi/oi
/ear/ ear	/air/ air	/ure/ ure	er	/ur/						

Phase 3 tricky words to read.

he	she	we	me	be	was	my	you	her	they	all	are	give	live
by													

Phase 3 tricky words to spell

l	to	the	go	no
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By the end of Phase 3 children should:

- ✓ give the sound when shown all Phase 2 and Phase 3 graphemes.
- ✓ be able to blend and read CVC words (e.g., single-syllable words consisting of Phase 2 and Phase 3 graphemes, such as 'fish' or 'goat'.)
- ✓ be able to segment and make a phonemically plausible attempt at spelling words using Phase 2 and Phase 3 graphemes, such as 'b-oa-t.'

Phase 4

The purpose of Phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. For example, words which begin with the adjacent consonants 'str, thr, spl' and contain more than one syllable, such as 'splashing'. There are no new sounds to learn in this phase.

Phase 4 tricky words for reading

some	one	said	come	do	so	were
when	have	there	out	like	little	what

Phase 4 tricky words to spell

he	she	we	be	was	my	you	her	they	all	are
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By the end of Phase 4 children should:

- ✓ give the sound when shown any Phase 2 and Phase 3 grapheme.
- ✓ be able to read words containing adjacent consonants (e.g., spl, thr, str such as string.)
- ✓ be able to blend and read words containing more than one syllable, such as farmyard.
- ✓ read CVC words at speed, along with the tricky words from the previous phases.

Phase 5

The purpose of Phase 5 is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for some graphemes, e.g., the 'ou' grapheme makes a different sound in the words 'mouth' and 'shoulder'. Children become quicker at recognising graphemes and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. We can teach children how to make 'best bets' (best guess) when spelling new or unfamiliar words.

New sounds in Phase 5:

ay - day	oy - boy	wh - when	a-e - make
ou - out	ir - girl	ph - photo	e-e - these
ie - tie	ue - blue	ew - new	i-e - like
ea - eat	aw - saw	oe - toe	oa - boat
au - paul	o-e home	u-e - rule	or - for
eigh -eight	ow - tow	igh - light	al - talk
ai -rain	ei - weight	ey - they	y - hay
er - her	ear - hear	u - hug	oi - boil
ur - hurt	ure - pure		

Alternative pronunciation for graphemes

Phase 5 introduces the idea that some graphemes can be pronounced in more than one way. E.g. the 'ch' grapheme can be pronounced in each of these ways: 'check, chef and school'.

i	fin find	g	got giant	ea	eat bread	y	yes by very
o	hot cold	ow	cow blow	er	farmer her	ch	chin school chef
c	cat cent	ie	tie field	a	hat what	ou	out shoulder you

Phase 5 tricky words for reading

oh	their	people	Mrs	Mr	looked	asked	called
eyes	friends	two	once	it's	great	clothes	I'm
I'll	I've	don't	can't	third	didn't	first	second

Phase 5 tricky words for spelling

said	so	Have	like	some	come	were	there
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By the end of Phase 5 children should:

- ✓ give the sound when shown any grapheme that has been taught.
- ✓ for any given sound, write the common graphemes.
- ✓ apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words

that are not completely decodable.

- ✓ read and spell phonically decodable two-syllable and three-syllable words.
- ✓ read automatically all the words in the list of 100 high-frequency words.
- ✓ accurately spell most of the words in the list of 100 high-frequency words.
- ✓ Children's spellings should be phonetically plausible by the end of Phase 5.

Phase 6:

At the beginning of Phase 6, children will have already learnt the most popular grapheme-phoneme correspondences. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. At this stage, children should be able to spell words phonemically although not always correctly. In Phase 6, the main aim is for children to become more fluent readers and more accurate spellers. Phase 6 teaches new spelling rules to help children become increasingly accurate in their writing.

The children are taught:

- Revisit alternative spellings for each phoneme with a focus on spelling rules and 'best bet' rules.
- Spelling rules when adding -ing, -ed, -est, -y to words.
- Adding suffixes -ing, -ed, -er, -est and -y to words.
- Adding suffixes -es to nouns and verbs ending in y.
- The suffixes -ment, -ness, -ful, -less and -ly.
- Letter strings: words ending in -tion, -le, -el, -al, -il.
- Letter strings: using 'or' or 'ar' after w.
- Apostrophes for contractions and possession.
- Homophones and near homophones for spelling.
- How to spell the following words as well as all the tricky words from previous phases.

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	



PHONICS

STEP 1.1

s sat	a ant	t tap	p pat	i in	n nip
c cat	e hen	h hat	r rat	m map	d din
g gap	o hot	u hug	l lip	f fit	b big
j jam	v van	w wig	z zip	y yam	
k kit	qu quit	x fox			
ck rock	ff huff	ll hill	ss hiss	zz buzz	

Steps 1.2-1.5 do not introduce any new sounds



STEP 2.1

sh ship	ch chop	th this	th thin	ng ring
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STEP 2.2

ai rain	ee keep	ie pie	oa boat	ue statue
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STEP 2.3

ar far	er her	or for
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STEP 2.4

oi boil	ou loud	oo good	oo cool
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STEP 2.5

air fair	ear hear	ure pure
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PHONICS

STEP 3.1

/i/

in
myth

/ai/

rain
name
play
they
paper

/ee/

keep
team
we
these
very
shield

/ie/

pie
line
light
try
child

/oa/

boat
cone
both
yellow
mould

/ue/

statue
cube
tuna
few

/ar/

far
last

/er/

her
blur
girl

/or/

form
haul
saw
walk

/oi/

boil
enjoy

/ou/

loud
crowd

/oo/

good
could
bull

/oo/

cool
glue
blew
flute
you
do

/e/

hen
head
said
friend

/u/

hug
young
some
month

STEP 3.2

/c/

cat
kit
rock
school

/j/

jam
gel
magic
gym
George
fridge

/ch/

chop
catch

/ng

+k/

tank

/s/

sat
fuss
cent
city
fancy
fence
house

/w/

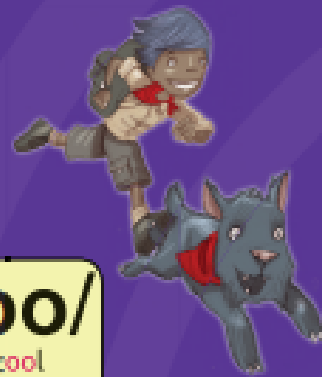
wig
when

/sh/

ship
chef

/f/

fit
huff
dolphin
rough



Evergreen Academy Phonics Sequence of Learning

Step	Teaching content and metalanguage	Skills and strategies	Words to read	Tricky words to spell	Bug Club books	Outcome and assessment expectation
Phase 1 continuous provision through Phase 2 – 6 Phase One builds the foundations for children’s speaking and listening skills and all aspects need to be covered throughout all phases. Activities are included to develop rhythm and rhyme (aspect 4) and oral blending and segmenting of the sounds of spoken words (aspect 7). Normally Reception						
A	<p>Phase 2 Pupils will learn single graphemes.</p> <p>Set 1 & 2; /s/s, /a/a, /t/t, /p/p, /i/l, /n/n, /m/m, /d/d</p> <p>Set 3; /g/g, /o/o, /c/c, k</p> <p>Set 4; /c/ck, /e/e, /u/u, /r/r</p> <p>Set 5; /h/h, /b/b, /f/f, ff, /l/l, ll /s/ss</p> <p>Phonemes, graphemes, letternames, alphabet, red tricky words blend, segment</p>	<p>Correct articulation of individual phonemes.</p> <p>Oral blending/segmentation of VC and CVC words</p> <p>To use phonics and identify the ‘tricky bit’ in a word that is not fully decodable</p> <p>Oral blending/segmentation of CVC words</p>	<p>the to I no go Into her</p>		Books with no words, moving onto Bug Club Books Phase 2 Sets 1-5	<p>Working within Phase 2 Give correct articulation of Step A phonemes when shown individual graphemes. To begin to blend separate sounds together into whole words for reading. To begin to segment whole words into separate sounds for spelling.</p>

Step	Teaching content and metalanguage	Skills and strategies	Words to read	Tricky words to spell	Bug Club books	Outcome and assessment expectation
B	<p>Phase 3 Pupils will continue to learn single graphemes and be taught consonant digraphs</p> <p>Phase 3 Phase 3 – Set 6 /j/j, /v/v, /w/w, /x/x</p> <p>Phase 3 – Set 7 /y/y, /z/z, zz, /qu/qu</p> <p>Phase 3 – Set 8 /ch/ch, /sh/sh, /th/th, /ng/ng</p> <p>Phase 3 – Set 9 /ai/ai, /ee/ee, /igh/igh, /oa/oa, /oo/oo (long) /oo/oo (short)</p> <p>Phase 3 – Set 10 /ar/ar, /or/or, /ur/ur, /ow/ow, /oi/oi</p> <p>Phase 3 – Set 11 /ear/ear, /air/air, /ure/ure, /ur/er</p> <p>digraphs, trigraphs, graphemes, blend (to read), segment (to spell), CVC words (a word with three sounds)</p>	<p>Phase 3: Blend and read CVC words containing Phase 2 and 3 sounds</p> <p>Segment and spell CVC words containing Phase 2 and 3 sounds</p> <p>Write each letter correctly when following a model</p>	<p>he you I she they the we all to no me are go be my into was her by give live</p> <p>See appendix 3 for decodable word list</p>		Bug Club Books Phase 2 Sets 1-5	<p>Secure in Phase 2 Give correct articulation of Step A phonemes and new taught content of Step B when shown individual graphemes.</p> <p>Orally blend and segment for reading CVC words.</p> <p>To blend separate sounds together into whole words for reading</p> <p>To segment whole words into separate sounds for spelling</p> <p>Blend to read simple captions</p>

C	<p>Phase 3 Pupils will continue to learn consonant digraphs and some long vowel phonemes</p> <p>Phase 3 – Set 11 /ear/ear, /air/air, /ure/ure, /ur/er</p> <p>digraphs trigraphs syllables</p>	<p>Differentiate between letter names and letter sounds</p> <p>Able to read simple two syllable words and captions.</p>	<p>was my you they her all are</p> <p>See appendix 3 for decodable word list</p>	<p>he she we me be</p>	<p>Bug Club Books Phase 3 Sets 6-8</p>	<p>Working in Phase 3 Give correct articulation of all 26 phonemes and new taught content of Step C when shown individual graphemes.</p> <p>Know all letter names Blend and segment sounds represented by single letters and graphemes of more than one letter</p>
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Step	Teaching content and metalanguage	Skills and strategies	Words to read	Tricky words to spell	Bug Club books	Outcome and assessment expectation
D	<p>Phase 4</p> <p>No new grapheme-phoneme correspondence taught CCVC CVCC CCVCC</p> <p>consonant/vowel</p>	<p>Blend and read CVCC/CCVC words</p> <p>Segment and spell CVCC/CCVC words</p>	<p>said were have there like little so one do when some out come what</p> <p>See appendix 3 for decodable word list</p>	<p>was you they all are my her</p>	<p>Bug Club Book Phase 3 Sets 9-11</p>	<p>Secure in Phase 3 Give correct articulation of Phase 2 and 3 sounds when shown individual graphemes</p> <p>Blend to read simple captions, sentences and questions</p> <p>Be able to write phonemic approximations of any words they wish to write</p> <p>Working within Phase 4 Able to blend and segment words with adjacent consonants e.g., went, frog, jumps, shrink</p>
E	<p>Pupils will be given opportunities to apply their phonic knowledge to read and spell decodable words and write in simple sentences.</p>	<p>Oral B & S of CCVC, CVCC and CCVCC.</p> <p>Blending and segmenting of CCVC, CVCC and CCVCC words</p>	<p>Consolidate tricky words for reading and spelling from Steps A to D (Phases 2-4) See appendix 3 for decodable word list</p>		<p>Bug Club books Phase 4 Set 12</p>	<p>Secure in Phase 4 Orally blend and segment words with up to 5 sounds.</p> <p>Be able to read Phase 4 tricky red words and spell Phase 3 tricky red words.</p> <p>To apply their phonic knowledge to read and spell decodable words and write in simple sentences.</p>

Phase 6 that are signposted in the National Curriculum are taught during the year as part of English and these are normally in Year 1
 Adding the suffixes ing/ed/er and past tense
 Adding –er and –est to adjectives where no change is needed to the root word
 Adding the prefix /un/
 Adding s and es to words (plural of nouns and the third person singular of verbs)
Morphological knowledge – root words/compound words/suffixes/prefixes

F	<p>Phase 5 Pupils will learn alternative graphemes for sounds taught in Phases 3 and 4 and alternative pronunciations.</p> <p>zh, wh, ph (ai) ay – a-e, eigh, ey, ei (ee), ea, e-e, ie, ey, y (igh), ie, i-e, y, i</p> <p>phonemes graphemes digraphstrigraphs syllables</p>	<p>Understanding there are alternative ways to represent different phonemes</p> <p>Blending and segmenting words containing alternative graphemes</p>	<p>oh their people Mr Mrs looked called ask asked</p>	<p>said so have like some come were there</p>	<p>Bug Club books Phase 4 Set 12</p>	<p>Working within Phase 5</p> <p>Fluently recognise digraphs and trigraphs from Steps B to E and begin to recognise there are more than one grapheme to represent phonemes.</p>
G	<p>Phase 5 Pupils will continue to learn alternative graphemes for sounds taught in Phases 3 and 4</p> <p>(oa), ow, o-e, o, oe ew, ue, u-e, u, (or), aw, au, al (er), ir, ear</p> <p>polysyllabic multi-syllabic compoundwords</p>	<p>Understanding there are alternative ways to represent different phonemes</p> <p>Blending and segmenting words containing alternative graphemes</p> <p>Practise reading and spelling polysyllabic words (NC Link – compound words)</p>	<p>water where who again though through work mouse many laughed because different any eyes friends once please</p>	<p>little one do when what out</p>	<p>Bug Club books Phase 5 Sets 13-16</p>	<p>Working within Phase 5 Give correct pronunciation of Step F phonemes and begin to represent these accurately in their writing. Continue to develop their recognition of alternative graphemes. Be able to blend and segment sounds represented by all GPCs taught so far. Read and spell decodable polysyllabic words Be able to read some Phase 5 tricky red words and spell taught Phase 4 tricky red words.</p>

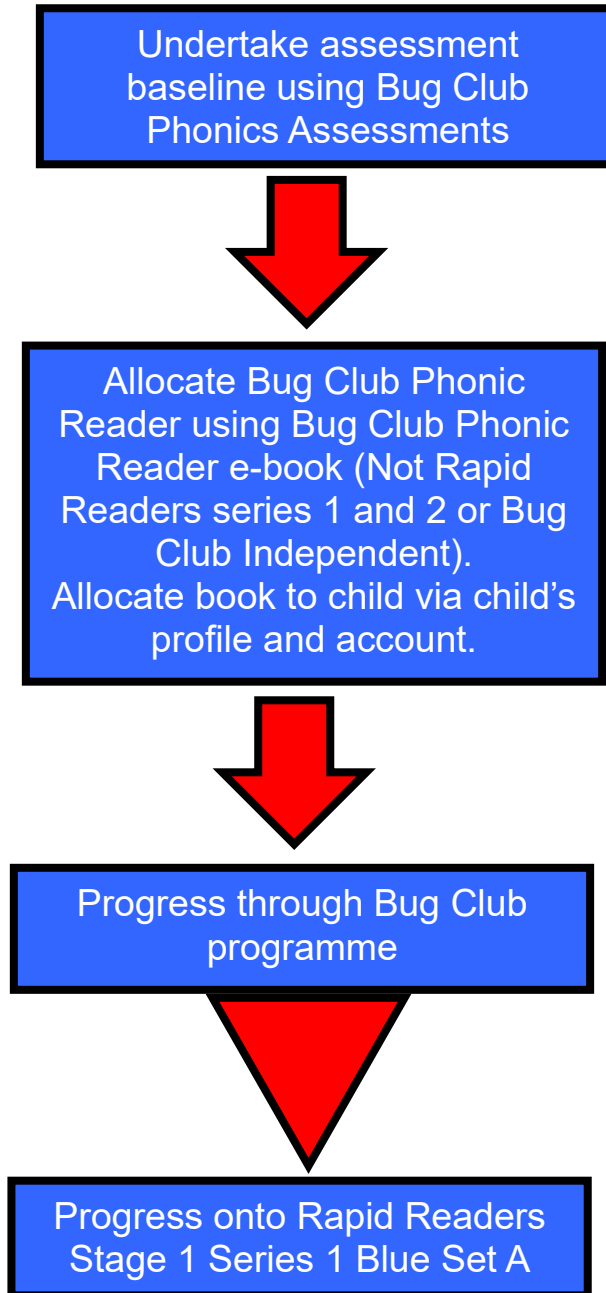
Step	Teaching content and metalanguage	Skills and strategies	Words to read	Tricky words to spell	Bug Club books	Outcome and assessment expectation
H	<p>Phase 5 <i>Pupils will continue to learn alternative graphemes for sounds taught in Phases 3 and 4 and alternative pronunciations.</i></p> <p>(ow), ou (oi), oy (ear), eer, ere, are, (ck), c, k, ch c(i),c(y), sc, stl,</p>	<p>Reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Reading and writing sentences containing GPCs taught so far</p>	See appendix 3 for decodable word list	oh their people Mrs Mrlooked called asked	Bug Club books Phase 5 Sets 17-20	<p>Working within Phase 5 Give correct pronunciation of Step F-H phonemes and begin to represent these accurately in their writing. Continue to develop their recognition of alternative graphemes. Be able to blend and segment sounds represented by all GPCs taught so far. Read and spell decodable polysyllabic words</p>
I	<p>Phase 5 <i>Pupils will continue to learn alternative graphemes for sounds taught in Phases 3 and 4 and alternative pronunciations.</i></p> <p>tch, ch, c(ial), ss (ion), t(ion)</p>		See appendix 3 for high frequency words for reading and spelling		Bug Club books Phase 5 Sets 21-24	<p>Secure in Phase 5 Able to read phonically decodable two syllable and three-syllable words.</p> <p>Use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Developing the ability to spell complex words using phonically plausible attempts</p>

Step	Teaching content and metalanguage	Skills and strategies	Words to read	Tricky words to spell	Bug Club books	Outcome and assessment expectation
J	Revisit and consolidate Phase 5 alternative graphemes	<p>Reading and spelling phonically decodable two syllable and three syllable words</p> <p>Read and spell most of the words in the list of 100 high frequency words</p>	See appendix 3 for high frequency words for reading and spelling			<p>Children will be able to decode confidently and fluently, passing the phonic screening check.</p> <p>Use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</p>
K	Apply Phase 5 learning				Bug Club books Phase 5 Set 25	<p>Developing the ability to spell complex words using phonically plausible attempts.</p> <p>Children can accurately spell tricky red words from Phases 2-5, and most of the words in the 100 high frequency word list, in their independent writing</p>

Step	Teaching content and metalanguage	Skills and strategies	Words to read	Tricky words to spell	Bug Club books	Outcome and assessment expectation
Phase 5 provision to continue through Phase 6 to support children whose assessments indicate that further consolidation of phonics teaching is required (Normally Year 2)						
L	<p>Phase 6 with NC links</p> <p>Morphology –</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, -ing, - er, and –est to a root word ending in –y -e with a consonant before it + adding these suffixes to words of one syllable ending in a single consonant after a single vowel letter</p> <p>The suffixes –ment, -ness, -ful, -less, and –ly</p> <p>Teaching National Curriculum for spelling and grammar content</p>					<p>Recognise phonic irregularities and be more secure with less common grapheme-phoneme correspondences.</p> <p>Confidently applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>

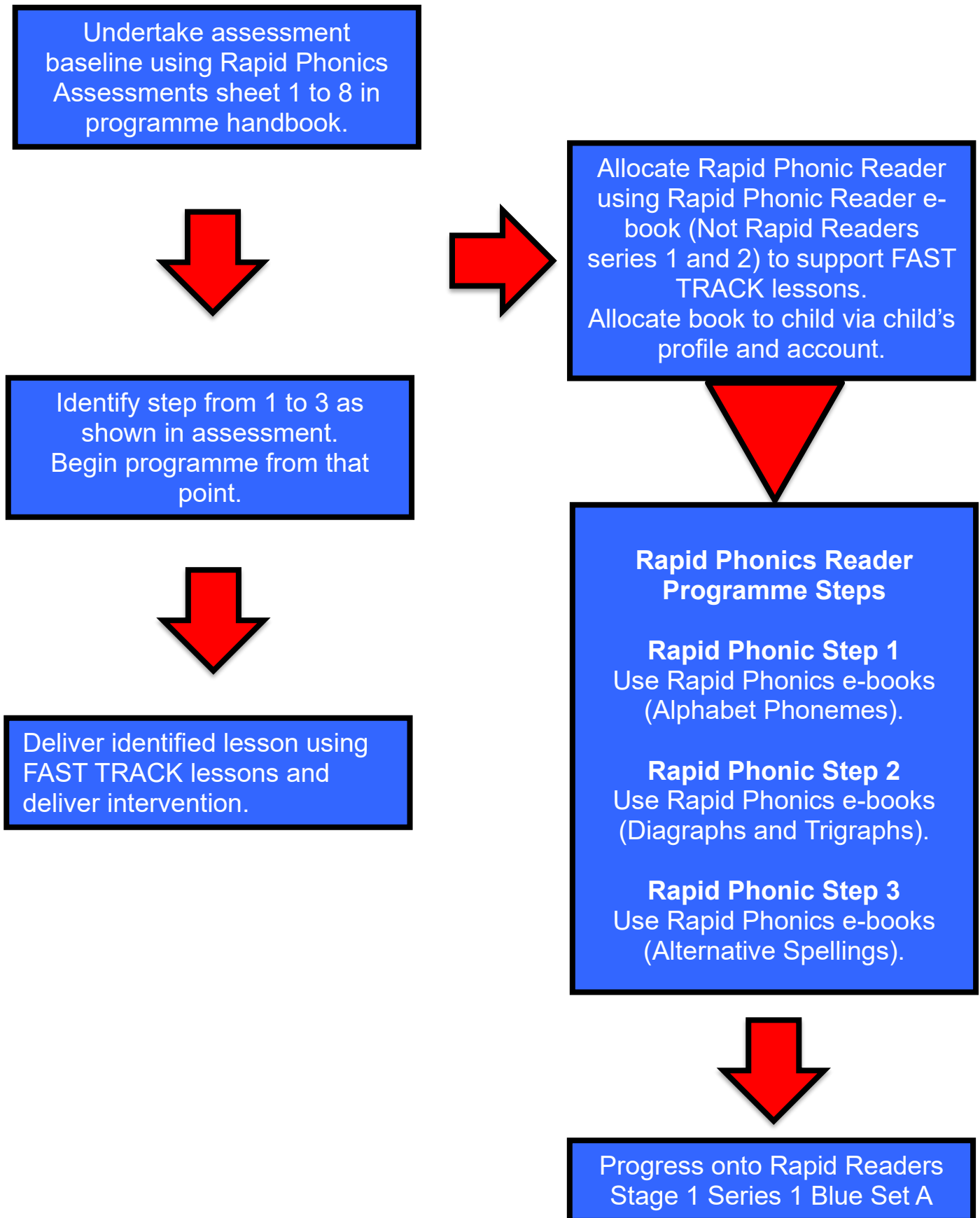
Evergreen Primary Academy

Flow chart for the deployment of Phonic Intervention at Key Stage One



Evergreen Primary Academy

Flow chart for the deployment of Phonic Intervention at Key Stage Two



The Book Band System and how it impacts

The Book Band system helps us to grade our books by difficulty level. Each level has its own colour and includes a selection of different reading scheme books and 'real' books. The difference between each band is gradual so that children will not experience difficulty when moving from one to the next.

The chart attached, gives an indication of the range of Book Band levels at which most children will be reading as they progress through Evergreen.

The chart shows the Book Bands for an 'average' group of children, but children are all individuals who learn and make progress at different rates, so the chart is only a guide. As well as periods of rapid progress, your child will probably have periods of consolidation when progress is not as obvious. Although this may seem worrying, this is the time when they have the chance to develop confidence in using and applying their newly acquired skills.

It is really important that children develop their comprehension skills alongside their ability to read the words on the page so you may find that your child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding. Class teachers assess the children's reading on a regular basis and will change their Book Band colour only when they are confident that **both** the comprehension and word reading targets have been fully met.

Please discourage your child from seeing the Book Bands as a race through the colours but help them to understand that each band will offer a range of books which will help them in developing different reading skills.

Thank you for reading with your child at home. It really is an essential part of their development, and you play a vital role in nurturing their love of reading.

A GUIDE TO THE DIFFERENT COLOURED BOOK BANDS

LILAC

Lilac includes wordless picture books that encourage young children to tell their own stories. At this level, children are beginning to discover books and developing their core speaking and listening skills.

PUPIL TARGETS



- Hold a book correctly
 - Look at the pages in the correct order
 - Know the differences between words and pictures
 - Understand that each letter is different
 - Say who and what the book is about
- Talk about the pictures and create their own stories

How to support your child with Lilac level books

Your child is beginning to discover the excitement of books. Although these books have no words, they are an important introduction to reading. Please encourage your child to: - Look at the pages in order and talk about what is happening on the left-hand page before the right-hand page.

- Talk about what is happening on each page, rather than just talking about what they see in each picture.
- Tell you who or what the book is about.

PINK

Pink is perfect for introducing fundamental reading concepts and skills to early readers. This band includes the first level of reading scheme books.

PUPIL TARGETS



- Listen carefully to stories
 - Read their own name
 - Follow the words on a page in the right direction
 - Tell a familiar story in their own words
 - Know that letters have different sounds
- Recognise high frequency words

How to support your child with Pink level books

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

RED

Once a child can recognise 25 - 30 high frequency words, then they will be ready for Red. Red books will have an increased number of words on a page. Recurring families and animal characters are also introduced at this stage.

PUPIL TARGETS



- Find the title of the book
 - Use illustrations to help them understand what is happening in a story
 - If they are unfamiliar with a word, try to think of a word that would make sense in that sentence
 - Know what a full stop is
 - Sing the alphabet song
- Use phonemes to read words such as 'cat', 'if' and 'up'

How to support your child with Red level books:

Your child is beginning to learn to read. As they read, please help them to:

- Read the words carefully. Most of the words can be recognised or sounded out. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

YELLOW

Books at this level present children with new vocabulary. The amount of words per page has slightly increased, with one new word for every twenty familiar words. Non-fiction titles at this level build on children's interests and encourage discussion.

PUPIL TARGETS



- Retell a story from memory
- Read a book without pointing at the words, unless they get stuck
- Blend phonemes together to understand a word, e.g., d-o-g
- Use punctuation, such as speech marks and question marks
- Notice and correct some of their mistakes
- Sometimes, they can work out what is going to happen next in a story

How to support your child with Yellow level books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next.

BLUE

Once children can recognise 100 high frequency words, then it's time for Blue. Books at this level will start to become more complex and children will rely less on illustrations. The books in this band also teach children how to read with insight and will encourage them to read with expression.

PUPIL TARGETS



- Choose books that they are interested in from the library
- Start to choose different books to read
- Talk about a story in their own words
- Don't always need pictures to help them understand a story
- Notice and correct some of their mistakes
- Answer questions about the story to show a level of understanding
- Read words such as 'some', 'little', 'when', and 'out'

How to support your child with Blue level books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words. - Recognise and correct their own mistakes.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.

GREEN

Books banded Green will have more characters and different forms of text, such as nonfiction, rhymes, diagrams and verse. They introduce more compound words; some longer sentences and more punctuation.

PUPIL TARGETS

- Talk about each of the characters
- Start to read fluently, and use full stops and commas
- Notice rhyming words, even if they are not familiar with them
- Read texts in unusual layouts, such as in speech bubbles and lists
- Use a contents page and glossary in non-fiction books
- Think about the overall plot of the book and talk about how they think it will end



How to support your child with Green level books:

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words. - Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.

ORANGE

Once children recognise 250 high frequency words they progress to Orange, which introduces new words and reinforces those already encountered. Orange books will have an increased number of words on each page.

PUPIL TARGETS

- Read longer sentences that use 'because', 'if' and 'so'
- Read three syllable words out loud
- Use punctuation correctly when reading aloud
- Split a story up into sections and talk about the beginning, middle and end
- Don't rely on pictures to understand what is happening in a story Know what fact, fiction and non-fiction means



How to support your child with Orange level books

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Reminding them of useful strategies if they can't read a word, for example sounding the word out under their breath, dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending
- Not allowing them to spend too long trying to work out a word because they may lose the meaning of what they are reading. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.

TURQUOISE

Turquoise books will include an increasing number of adjectives and more descriptive verbs. The number of pictures on each page will decrease, whereas the text amount will increase. High-interest themes such as danger, courage and anger are introduced, and children will be confident with around 450 high frequency words.

PUPIL TARGETS



- Read silently in their head
- Read a sentence aloud with the correct expression
- Know why certain types of punctuation are used and how it affects the sentence
- Fluently read long sentences and paragraphs
- Decode unusual words by using the sounds they already know Read both fiction and non-fiction books

How to support your child with Turquoise level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression, and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and to show you where the information is in the book.

PURPLE

Purple books will start to have more of the longer sentences and a wider range of challenging vocabulary. A lot of purple books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level, and teachers will be promoting reading for pleasure.

PUPIL TARGETS



- Read silently in their head for longer periods of time
- Read longer books with short chapters
- Read fiction, non-fiction, and poetry
- Sound out most unfamiliar words as they read
- Use a dictionary to find the meaning of a word
- Explain why they think a book is good or not

How to support your child with Purple level books

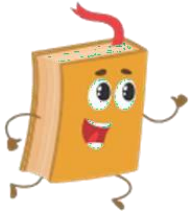
Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to them read some pages aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and to show you where the information is in the book.

GOLD

Gold books have a much more sophisticated style of language and will try to challenge the reader. Children at this reading level will now be able to understand unusual text layouts, complex language and notice the variation between different characters.

PUPIL TARGETS



- Read silently and read aloud with confidence
- Know how to use a contents page, glossary, and index
- Use punctuation to help them to read clearly
- Read books that have longer chapters
- Learn new information from reading non-fiction books
- Find information about authors which will help them to select certain books
- Talk about the way a story has been written

How to support your child with Gold level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.

WHITE

Sentences with two or three clauses and several verbs become more common in White and the length of texts extends to help build reading stamina. Real-life problems are also introduced to encourage empathy.

PUPIL TARGETS



- Find it easy to read silently
- Read for longer periods of time without stopping
- Use a dictionary and thesaurus
- Find certain pieces of information in texts
- Express opinions and ideas about what they have read
- Read a book without any pictures or illustrations
- Understand page features, such as titles, headings, and sub-headings

How to support your child with White level books

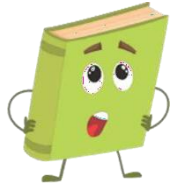
Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.

LIME

Lime provides a variety of chapter books and non-fiction titles. Lime readers should be encouraged to experience different texts, writing styles and genres to develop their own reading tastes. This colour band also includes a variety of topics and issues to provoke discussion.

PUPIL TARGETS



- Notice the smaller details within the book
- Read silently most of the time
- Re-read texts, unfamiliar language, and complex sentences
- Use different voices for different characters in a story and performance pieces
- Tell the difference between the narrator's voice and character dialogue
- Understand hidden messages within a text and understand how a character might be feeling
- Read for a longer period without losing concentration
- Use glossary and indexes to locate information quickly
- Read a variety of fiction, non-fiction, poetry and plays

How to support your child with Lime level books

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Listening to them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talking about how characters develop or how they react to different people, places or events.
- Reading the book, yourself, so that you can talk together about the smaller details of the book.

BROWN

Brown books will continue to give children a variety of texts they need to become confident and successful readers. A range of characters, topics and text styles help to keep children engaged and encourage discussion.

PUPIL TARGETS



- Read fluently and pause reading in a suitable place
- Develop their own opinion about a book and discuss it with other people
- Filter through text and highlight key sections of important information
- Revisit a text and find answers by skimming and scanning each paragraph
- Fully understand each text when reading a variety of fiction, poetry, plays and non-fiction
- Actively enjoy reading for pleasure

How to support your child with Brown level books

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. This is fine if your child continues to read actively when they are not reading aloud and does not just skim over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Asking them to choose a part of the text to read aloud, using expression and pausing in suitable places.
- Having a conversation at the end of each reading session: can they tell you what's happening in their book?

- Asking questions which make your child go back to the book to find answers - support them as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary, and love of story.

GREY

Children reading Grey banded books will be able to interpret more sophisticated wordplay and understand a range of narration styles. Children should now be able to discuss the characters and narrator in much more detail. Children at this level may enjoy silent reading more, so allow time for regular quiet reading sessions.

PUPIL TARGETS

- Develop own opinions of characters in a story
- Explain a character's motivations
- Understand the use of wordplays and puns
- Understand the use of figurative and literal language
- Make notes and highlight the key events in a story
- Talk in different voices to represent each character and narration
- Have a wider knowledge of narration styles



How to support your child with Grey level books

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. This is fine if your child continues to read actively when they are not reading aloud and does not just skim over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Asking them to choose a part of the text to read aloud, using different voices to show their understanding of different characters.
- Having a conversation at the end of each reading session: can they tell you what's happening in their book?
- Asking questions which make your child go back to the book to find answers - support them as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary, and love of story.

DARK BLUE

Dark Blue books provide a selection of stories and non-fiction books, including a range of content, narrative styles, and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot and deeper structures of character relationships and themes.

PUPIL TARGETS

- Understand how the use of chapters and paragraphs are used to build up ideas
- Compare and discuss the work of an author whilst discussing the positives and negatives of a book
- Read more elaborate descriptive vocabulary
- Challenge themselves when reading and learn new things from texts
- Observe and explain the purpose, audience, and viewpoints of different texts



How to support your child with Dark Blue level books

Books at Dark Blue level are more complex which means that it is important that the reader is conscious of the structure, language, and vocabulary the writer is using.

Although your child should enjoy them, the books will provide a challenge and need the reader to be alert and willing to learn. You can support them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Sometimes asking them to choose a part of the text to read aloud, showing their understanding by using expression, tone, and pace.
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot, or it could be something like; a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says.

how one character's reaction to another shows their relationship ... These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found!

Deep Red

Deep Red books encourage children to synthesise information from different places in a text. Children are beginning to recognise how layers of meaning allow for the build-up of humour or tension and can discuss how the author has achieved the effects. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book to understand it.

PUPIL TARGETS



- Explain and discuss the key features of a text
- Describe how and why the author has written their book and discuss the impact it has on the reader
- Identify how the author conveys messages, moods, and attitudes
- Challenge themselves when reading and learn new things whilst reading longer books
- Make own decisions about the types of books they are interested in and want to read

How to support your child with Deep Red level books

The books at this level will provide a level of challenge which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language, and vocabulary the writer is using and the impact that this has on the reader.

Their understanding will be deepened through opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot, or it could be something like a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says.

how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to read the book yourself but help to alert your child to its possibilities.

Don't forget to discuss what they found!

- Suggesting that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss. Or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other.

BLACK

Black banded books are the final level of the Book Band grading system. Children reading at this level are strong, confident readers. They select a book by personal preference and often read for pleasure. Black books will have very few or no illustrations and have complex text features found in 'real' or non-scheme books. Children at this stage are considered free readers.

PUPIL TARGETS



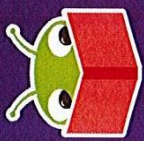
- Demonstrate a good level of competence in both decoding and comprehension
- Regularly read long chapter books for pleasure
- Read a variety of texts and genres, including a wide range of poetry, plays and textbooks.
- Select their own reading books by using skills, such as reading the blur band reading a small section of text.
- Recommend books to their peers
- Read poems and plays aloud to show understanding through intonation, tone, and volume
- Distinguish between statements of fact and opinion

How to support your child with Black level books

The books at this level will provide a level of challenge which means that it is important that your child is fully engaged with the process of reading and conscious of the structure, language and vocabulary the writer is using and the impact that this has on the reader.

Their understanding will be deepened through opportunities to discuss what they have read. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Before a reading session, asking your child to find and note down some particular information. It could relate to the plot, or it could be something like a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says.
- how one character's reaction to another shows their relationship ... These types of questions don't mean you have to read the book yourself, but they help to alert your child to its possibilities. Don't forget to discuss what they found!
- Suggesting that your child invites friends to a 'Book Group'. If they are all reading the same book, you could skim-read the book first and prepare some questions for the book group to discuss. Or perhaps the Book Group could be an opportunity for them to recommend and share new books with each other.



Bug Club
Independent















We want *all* children to be able to develop a lifelong love of reading, and to feel that our books are for them, whatever their ability, background or identity.




























Part of your eBook Library Pathway

Pre Reception

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Pre-Reception/P1	Lilac	Phase 1	n/a	n/a	 9781292428215  9781292438412  9781292428451	 9781447912651  9781447912668  9781447912682		

Reception

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Reception/P1	Pink	Phase 2	/s/, /a/, /t/, /p/, /i/, /m/, /n/, /m/, /l/, /d/	n/a	 9781292428222  9781292438429  9781292428475  9781292438436  9781292438443  9781292428246  9781292438450	 9781447912705  9781447912729  9781447912743	 9781447912712  9781447912729  9781447912736  9781447912750	



















































Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Year 1/P2	KS1 Blue	Phase 5	/w/ wh, /f/ ph	oh, their, people	 			
			/a/ ay, a-e, igh, ey, ei	Mr, Mrs, Ms	 			
			/ee/ ea, e-e, ie, ey, y	looked, called, asked	 			
			/igh/ ie, i-e, y, i	water, where	 			
			/oa/ ow, o-e, o, oe	who, again	 			
			/oo/ (long) ew, ue, u-e, /oo/ (short) u, oul	thought, through	 			
			/or/ aw, au, al	work, laughed, because	 			
			/ur/ ir, er, ear	Thursday, Saturday, thirteen, thirty	 			
			/ow/ ou, /oi/ oy	different, any, many	 			

Our Disney books are dyslexia-friendly

Year 1













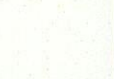
Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic	
Year 1/P2	Green		/ear/ ere, eer, /air/ are, ear	eyes, friends	 				
			/c/ c, k, ck, ch	two, once	 				
			/s/ (e), c(i), cy), sc, st(i), se, /z/ se	great, clothes	 				
			/j/ g(e), g(i), g(y), age	it's, I'm, I'll, I've	 				
			/l/ le, /m/ mb, /n/ kn, gn, /r/ wr	don't, can't, didn't	 				
			/ch/ tch, /sh/ c(ial), c(ian), ss(ion), t(ion), ch, /e/ ea, /zh/ s(ion), s(ure), s(uai), /o/ (w)a, /u/ o	first, second, third	 				

Year 2



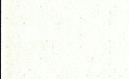











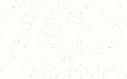







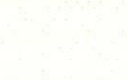




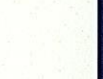
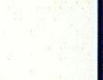

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic	
Year 2/P3	Orange			 9780435914158  9781292438889  9780435914226  9780435914141  9780435914172  9781292438696  9780435178275  9780435178512  9780435178512  eBook only	 9780433004684  9780433004776  9780433004769  9780433004776  eBook only  9780435143319  eBook only	 9780433004688  eBook only  9780435144326  eBook only  9780433004685  97804351442396	 9781447926078	 9781447926566	 9780433005018  9781447926337  9780433004691  eBook only  9780433004790  eBook only  9780435144371  9781292428451
	Turquoise			 9780435914202  9781292438702  9780435143329  9780435914189  9781292438719  eBook only  9780435178598  9780435143324  9781292438726  978129247087	 9780435143831  9780435143848  9780435143831  9780435143848  9780435143343  eBook only				
	Purple			 eBook only					

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic	
Year 2/P3	Gold				 9780435143855  978043514677  978043514646  9780435143862  978043514655  978043514684  9781232447094  9781232447025	 9780433004455  9780435144540  9780435144333  eBook only  9780433004446  eBook only	 978043514707  978043514745  eBook only  978043514714  978043514728  9781232438723  9781232438740  9780435076306  9780433004837  eBook only  9780433004806  9780433004834  eBook only  9780433004819  9780433004820	 9780435076283  9781447926634  9780435076337  9780435076054	 9780435178413  9780435178451  978043515148  978043514776  9781232447032  9780433004981  9781232438725  9780433004561  eBook only  9780433004547  9780435076609  eBook only  9780435076023  9780433004431  9780433004578  eBook only  9780435076093  9781447926520
	Lime				 9780435178413  9780435178451  978043515148  978043514776  9781232447032  9780433004981  9781232438725  9780433004561  eBook only  9780433004547  9780435076609  eBook only  9780435076023  9780433004431  9780433004578  eBook only  9780435076093  9781447926520				

Year 2

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Year 2/P3	Lime Plus				 9780435194215  9780435194239  9780435194659  9780435194789  9780435194826  9780435194840  9780435194802  9780435194550  9780435194628  9781282372419  9780435194527  9780435194598  9780435194666			

Year 3

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Year 3/P4	Brown				 9780435075155  9780435075828  9780435073811  9780435143718  9780435143374  9780435164713  9780435143879  9781408273821  9780435915106  9781408273852  9780435143640  9780435143725  9780435075859  9780435143886  9780435143930  9780435075835  9780435075962  9780435075942  9780435075866  9780435075873  9780435075862  9780435075862  9780435075862  9780435075862  9780435075862  9780435075862  9780435075862  9780435075862  9780435075862  9780435075862			

Year 4

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Year 4/P5	Grey							

Year 5

Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Year 5/P6	KS2 Blue							

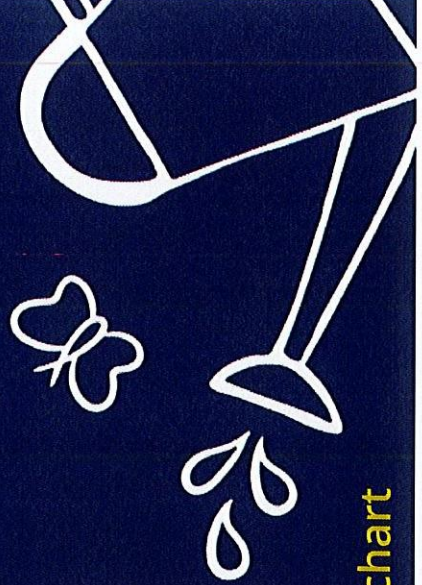
Year 6

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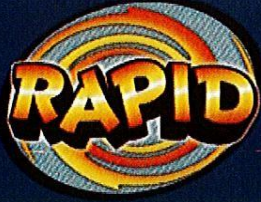
Year	Book Band	Phonics phase	GPCs	Common Irregular Words/High-Frequency Words	Fiction	Non-Fiction	Play/Poetry	Comic
Year 6/P7	KS2 Red				 9780435076191  9780435144104  9780435076289  9780435143787  9780435076191  9780435144104  9780435076289  9780435143787  9780435165826  9780435076207  9780435076245  9781408274125  9780435076118  9780435076207  9780435076245  9781408274156  9780435076214  9781408273845  9780435143701  9780435076289 (eBook only)	 9780435144074  9780435076221  9781408274163  9780435076238  9780435076184  9781408274088  9780435076177  9780435076234 (eBook only)	 9780435076177  9780435144234	
	KS2 Red Plus				 9780435076139  9780435144357  9780435076139  9780435076122  9780435076160  9780435076122  9780435076153  9780435076115  9780435076146			

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Explore Bug Club: www.pearsonprimary.co.uk/BCchart



RAPID PHONICS

STEP 1: Very simple sentences, usually 1 sentence per page.

STEP 2: More complex sentences, usually 2 sentences per page.

STEP 3: More complex sentences, usually 3+ sentences per page.

PHONICS STEP 1

18 books, covering alphabet phonemes

PHONICS STEP 2

16 books, covering vowel and consonant digraphs

PHONICS STEP 3

18 books, covering alternative graphemes

RAPID STARTERS

16 books, covering Red and Yellow book bands

RAPID READING

108 books, covering Blue to Gold book bands



Pearson

RAPID PHONICS

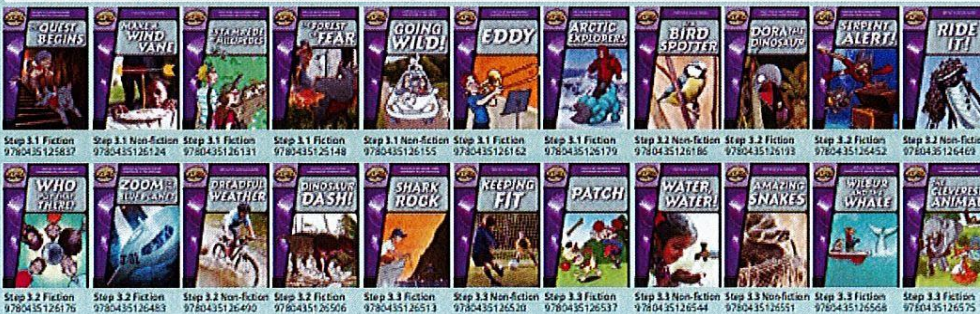
STEP 1 Alphabet Phonemes

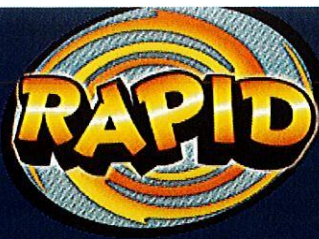


STEP 2 Digraphs and Trigraphs



STEP 3 Alternative Spellings





Rapid Series I



Pearson

The Rapid series has been developed to provide high interest reading books for students who are encountering problems with reading fluency and comprehension. The specially chosen fiction and non-fiction texts have been carefully levelled to provide support and challenge for struggling readers.

Reading Books

	Set A				Set B				BENCHMARK BOOKS	TEACHING GUIDES
Stage 1 5 1/2 - 6 Reading Age										
	9780435907846	9780435907815	9780435907853	9780435907808	9780435907884	9780435907860	9780435907877	9780435907891	9780435907907	
Stage 2 6 - 6 1/2 Reading Age										
	9780435907921	9780435907945	9780435907952	9780435907938	9780435907969	9780435907976	9780435907983	9780435907990	9780435908003	9780435907792
Stage 3 6 1/2 - 7 Reading Age										
	9780435908065	9780435908010	9780435908041	9780435907914	9780435908072	9780435908096	9780435908089	9780435908102	9780435908119	
Stage 4 7 - 7 1/2 Reading Age										
	9780435908126	9780435908140	9780435908164	9780435909031	9780435908157	9780435907525	9780435908188	9780435908171	9780435907532	
Stage 5 7 1/2 - 8 Reading Age										
	9780435907563	9780435907570	9780435907600	9780435907617	9780435907679	9780435907648	9780435907655	9780435909048	9780435907686	9780435907785
Stage 6 8 - 8 1/2 Reading Age										
	9780435907709	9780435907693	9780435907723	9780435907716	9780435909055	9780435907747	9780435907761	9780435907754	9780435907778	



- Targeted at reluctant or struggling readers
- Highly stimulating topics with dyslexia-friendly fonts
- Chunked text interspersed with facts and jokes
- Finely levelled with benchmark texts
- Integrated quizzes and discussion topics



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Reading Books Series 2

	SET A				SET B				BENCHMARK BOOKS	TEACHING GUIDES
Stage 1 5½ – 6 years Reading Age	9780435910167	9780435910174	9780435910181	9780435910198	9780435910204	9780435910211	9780435910228	9780435910235	9780435910914	
Stage 2 6 – 6½ years Reading Age	9780435910242	9780435910259	9780435910266	9780435910273	9780435910280	9780435910297	9780435910303	9780435910310	9780435910921	Stages 1-3 9780435118082
Stage 3 6½ – 7 years Reading Age	9780435910327	9780435910334	9780435910341	9780435910358	9780435910365	9780435910372	9780435910396	9780435910389	9780435910938	
Stage 4 7 – 7½ years Reading Age	9780435910419	9780435910402	9780435910426	9780435910433	9780435910440	9780435910457	9780435910471	9780435910464	9780435910945	
Stage 5 7½ – 8 years Reading Age	9780435910761	9780435910778	9780435910785	9780435910754	9780435910815	9780435910808	9780435910822	9780435910792	9780435910952	Stages 4-6 9780435118105
Stage 6 8 – 8½ years Reading Age	9780435910860	9780435910853	9780435910839	9780435910846	9780435910877	9780435910884	9780435910891	9780435910907	9780435910969	
Stage 7 8½ – 9 years Reading Age	9780435152284	9780435152314	9780435152321	9780435152369	9780435152376	9780435152383	9780435152390	9780435152406	9780435152291	
Stage 8 9 – 9½ years Reading Age	9780435152413	9780435152420	9780435152437	9780435152444	9780435152451	9780435152468	9780435152475	9780435152482	9780435152574	Stages 7-9 9780435152307
Stage 9 9½ – 10 years Reading Age	9780435152499	9780435152505	9780435152512	9780435152529	9780435152536	9780435152543	9780435152550	9780435152567	9780435152581	

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