

Frogmore Infant School



Guidelines for Outstanding Reading



Happy readers, great readers

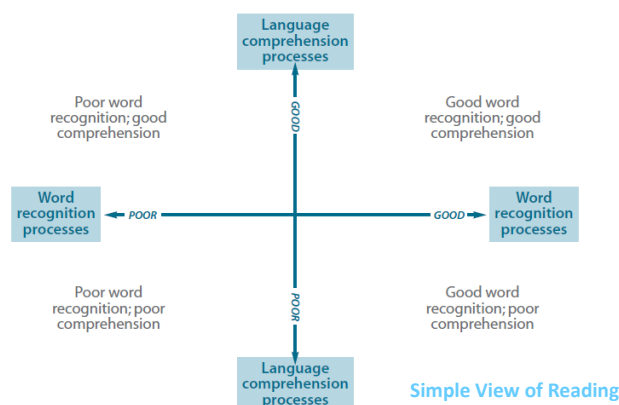
At Frogmore Infant School we aim to be an outstanding reading school. We recognise that being able to read well is an important life skill for all pupils and reading is a passport to the world and their life chances. We believe every child can learn to read with the right teaching and support. We place reading and books at the centre of our curriculum, believing in the importance of developing children's word reading skills and comprehension as well as the need to engender children's love of reading and books.

- We use the National Curriculum for English as a foundation for our teaching and learning translated into FIS Milestone documents for reading
- We use a range of assessments to ensure children make outstanding progress in reading including guided reading assessments, FIS termly phonic screening, Y1 phonic screening test
- We use four key strategies to ensure children achieve a high level of attainment as well as a love of books and a joy of reading:

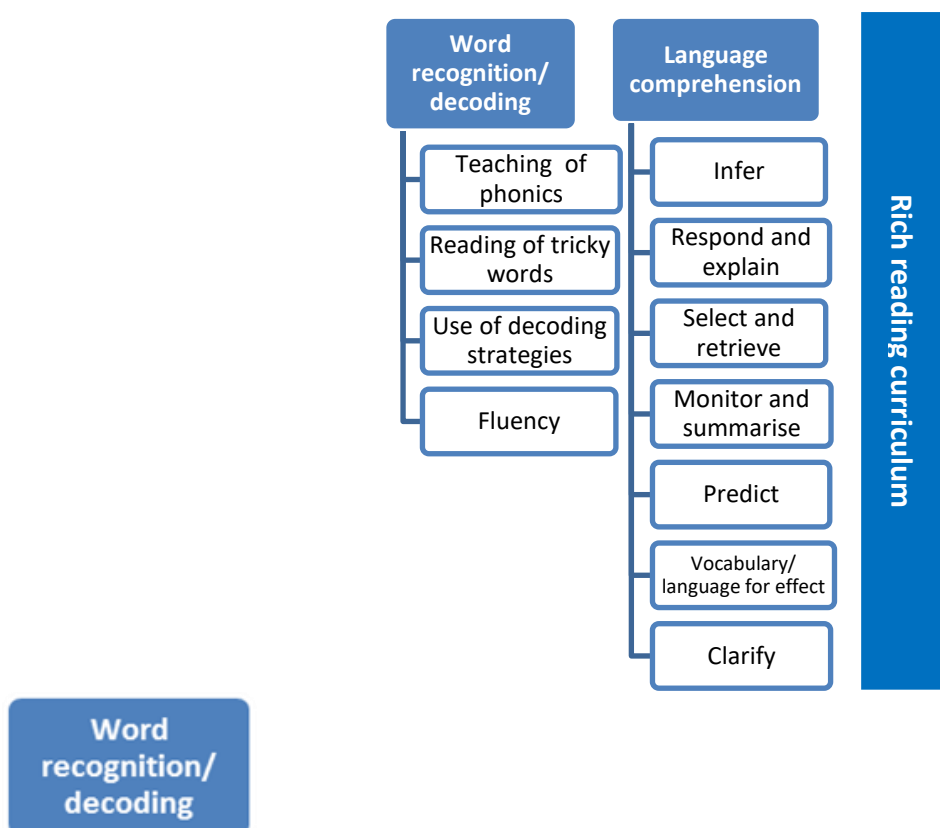
Outstanding teaching	Highly effective reading environment	Celebrating reading	Engaging parents
Clear understanding by all staff of what we teach and how we teach it	Ensuring high quality reading resources across the school	Involving the school community in events to raise the profile of reading and engage children	Harnessing the enthusiasm of parents to support our reading culture at home

Outstanding teaching

At Frogmore Infant School we use the Simple View of Reading to provide a conceptual framework alongside an understanding of what it means to be a reader and developing a love of reading and books.



We set clear expectations of reading level for each term as detailed on our Reading Tracker-see Appendix 2, to ensure children make outstanding progress in their reading. We ensure highly effective teaching of word recognition processes/decoding (the ability to translate writing words into the sounds of spoken language) and language comprehension processes (the understanding of the language being read).



Teaching of phonics	At Frogmore Infant School we implement a systematic phonics programme using ReadWriteInc resources and methods. This enables us to explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence, supported by cued articulation. Teachers support pupils to practise by providing them with RWInc texts containing words that can be decoded using the letter-sound patterns they have already been taught. The goal is to improve the fluency (speed) as well as accuracy of pupils' decoding to the point that it becomes automatic and does not require conscious effort. Teachers ensure accurate articulation of sounds- see FIS website link. <i>See FIS Guidelines for the Teaching of Phonics</i>
Reading of tricky/red words	We use the action word approach to support the learning to read of tricky words/red words- the word is taught in the same way as any other phonic decoding (using phoneme counting, decoding graphemes etc.) with a focus on the tricky element; E.g. oral segmenting with phoneme buttons s a i d We know /s/ and we know /d/ but the /ai/ is the tricky bit.
Use of decoding strategies	We teach children to use a range of decoding strategies: <ul style="list-style-type: none"> • Use of phonics and blending- Fred Fingers • Use of context, illustrations • Use of chunking
Fluency	We aim for all children to become fluent using their skills at all stages of reading. We believe the three key factors of fluency are: <ul style="list-style-type: none"> • accuracy • prosody/ expression (pauses, intonation)

	<ul style="list-style-type: none"> • automaticity (or rate) <p>To aid fluency teachers will ensure:</p> <ul style="list-style-type: none"> • the book is the right match for decoding ability and therefore accuracy • they emphasise, and teach, aspects of prosody • they increase opportunities for developing automaticity through re-reading known texts, Echo reading/My turn, Your turn- children repeat a sentence/section the exact way you read it, if not the same, re-model and ask again, Finger frame a line- Read to here, like talking, Make it sound good to listen to, Record reading so can hear self and review Teacher reads the entire book modelling what a fluent reader would sound like and do, Echol reading- Teacher models fluent reading of a short segment, usually one sentence, Teacher has pupils repeat or echo the segment she just read, Teacher reads next sentence and has echo etc... repeat until done.
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Language comprehension

We teach a range of comprehension and inference skills:

Infer	Respond and explain	Select and retrieve	Monitor and summarise	Predict	Vocabulary Language for effect	Clarify
Pupils infer the meaning of word/sentences from their context. Pupils make links with prior knowledge	Pupils participate in discussions about texts to express views and ask questions	Pupils answer and ask questions extracting information for the text	Pupils describe the meaning of sections of text	Pupils predict what might happen as a text is read	Pupils consider authorial intent and effect on reader	Pupils identify areas of uncertainty e.g. words/phrases, and seek information to clarify meaning

See also FIS Guidelines for the Teaching of Reading Comprehension

Rich reading curriculum

At Frogmore Infant School we use a range of teaching approaches to provide a rich reading curriculum:

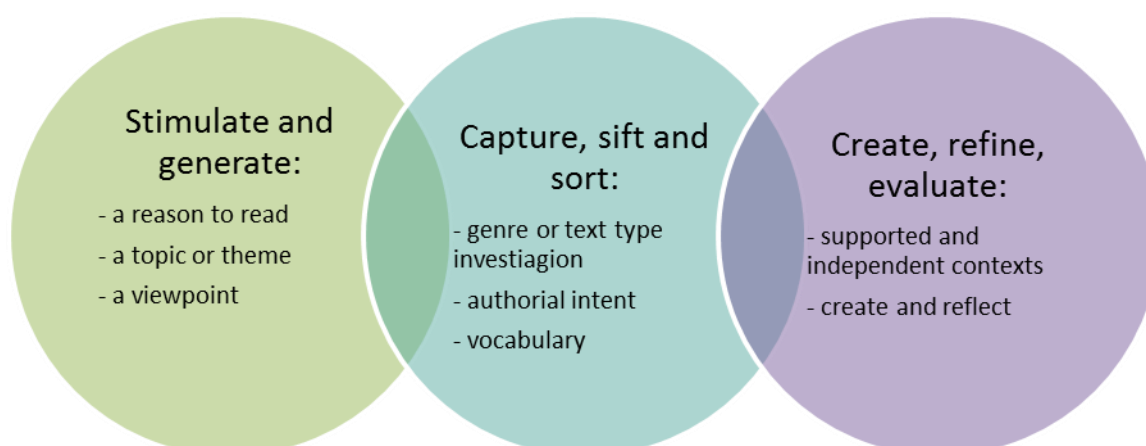
Guided reading	Shared reading	Reading aloud	Independent reading
Differentiated grouping with text within 90% accuracy of group	Teacher modelling of key strategies within 80-90% accuracy of group	Reading a range of texts aloud to pupils including those beyond which pupils can read independently	Reading within 95% accuracy

Guided reading

Well planned, high quality guided reading, is a key part of our overall provision for reading. The aim of every guided reading session is to teach and extend independent reading skills. Children are grouped on the basis of their reading ability. The teacher selects a text which is at 'instructional level' (90–94% accuracy). This means that the children should have difficulty with no more than one word in ten, so that comprehension is maintained and reading does not become a struggle. The reading level appropriate for the group and the movement of children between groups will be decided by the teacher, based on continual assessment. The teacher identifies specific reading strategies on which to focus, determined by the needs of the children and evidence from previous sessions/targets. We use the FIS Guided Reading Assessment Sheets to record key outcomes from each session and support planning. We ensure that planning for guided reading is driven by learning needs.

At the early stages of reading we have selected ReadWriteInc (RWInc) as our main reading scheme. The use of a systematic phonics programme is well supported by research evidence to have a positive impact on the acquisition of early reading skills (EEF). RWInc is a fast-paced, rigorous and structured phonics programme. Books are chosen in line with taught phonics skills (speed sounds) and are supplemented with other texts to ensure specific match. See Appendix 3 for 'RWInc books and speed sound match', Appendix 4 for 'Non RWInc speed sounds match' and Appendix 5 for 'ORT books speed sounds match'. A minimum of three readings of each text ensures understanding/ comprehension and the ability to read with fluency and expression. Vocabulary is taught in the context of the texts. Children work in pairs and talk together at every stage of the lesson to enhance their spoken language and embed their understanding. A range of genre is included in the scheme. We reconsider that RWInc non fiction books are limited in their presentation of some non fiction features e.g. glossary, content page and as a result we supplement the scheme with other texts.

When children reach ARE+ we teach reading skills through themed units planned over a period of time to enable comparison/ depth/ exploration of themes:



This approach enables us to provide pupils with high quality opportunities to:

- work at greater depth within the expected standard
- extend their knowledge and range of reading materials to develop pleasure in reading and ability to make own choices
- reflect, explore diverse viewpoints, consider probing questions and formulate opinions
- take part in group interaction and enrichment strategies that develop skills such as self-regulation and higher order thinking.
- learn techniques for expressing their views, for posing questions and for interrogating the views of others
- develop their confidence, self-discipline and understanding of the learning process, helping them to think systematically, manage information and learn from others
- make learning vivid and real, developing understanding through enquiry, creativity, and problem solving
- read a range of reading genres including modern fairy tales, stories from the past and from other cultures, rhyming patterned texts, fantasy, folk tales and adventure stories

<i>Highly effective guided reading</i>	
Organisation	<ul style="list-style-type: none"> • Organises groups around children's needs to ensure optimum conditions for learning • Is organised so that independent tasks are meaningful and serve to consolidate or extend children's learning
Planning, teaching and learning	<ul style="list-style-type: none"> • Draws on earlier assessments, matches the text closely to children's needs and has clear objectives • Requires children to select and use strategies to decode unknown words • Engages children actively • Has a positive impact on the progress children make in a lesson • Makes very good provision, in planning, for groups that are working independently. Tasks have a clear purpose and expected learning outcome • Teacher models, explains, observes and asks questions
Pupil learning	<ul style="list-style-type: none"> • Children know what they need to learn, the purpose for their reading and can identify success and areas for improvement • Children confident to raise questions and to answer teacher's questions and can sustain responses • Children confident to challenge and extend other pupils' contributions • Children are self-motivated and support one another
Assessment and groupings	<ul style="list-style-type: none"> • Uses assessments well to group children and inform planning • Records the progress of each child • Provides clear feedback to move learning forward • Is flexible about grouping based on the outcomes of assessment
Texts	<ul style="list-style-type: none"> • Provides phonically regular texts at the early stages of reading • Matches texts for all pupils effectively so that children develop their word reading and comprehension in line with their needs • Ensures ARE+ children explore a wide range of authors and genres, giving them the opportunity to encounter high quality texts with language and ideas that challenge them

In early stages of reading the teacher...	When reading is more fluent the teacher...
<ul style="list-style-type: none"> • prompts the child to use phonics' strategies • places planned and incidental emphasis on word level work • draws attention to unfamiliar ideas making links with child's experience where possible • draws attention to key vocabulary including high frequency words and new words or structure • probes understanding and encourages reading for meaning • monitors and assesses individuals • encourages response to the book through discussion or follow-up activities • supports attempts to read independently and self-correct • promotes enjoyment and appreciation • observes, prompts and praises the use of the range of reading strategies 	<ul style="list-style-type: none"> • teaches strategies to further develop comprehension • encourages self-regulated comprehension • uses opportunities to teach and reinforce decoding where appropriate • enables pupils to identify and comment on the structure, features and organisation of texts • probes understanding and interpretation of texts by promoting the use of deduction, inference and interpretation of ideas or events • enables pupils to explain, comment on and respond to a writer's use of language • teaches strategies to enable pupils to summarise, generalise and develop an overview of the text

Suggested teaching sequence for RWinc texts:

Learning sequence	Key activities	Resources
Read the speed sounds	<ul style="list-style-type: none"> • Talk about circled speed sounds in book- match to words in book e.g. tch=witch • With partner MTTT using lollypop stick to point – consonants then vowels 	Book Lollypop sticks
Read Green words	<ul style="list-style-type: none"> • Choose words to focus on and write out on cards • Match sound to large chart • With partner MTTT using lollypop stick to point-say sounds then whole word 	Word cards Large Sound chart
Syllables	<ul style="list-style-type: none"> • Model tricky ones- read syllables separately e.g. along= a/ l o ng, then say word • With partner MTTT using lollypop stick to point 	Book
Word endings	<ul style="list-style-type: none"> • Model reading e.g. p u sh= push= pushed 	Book
Red Words	<ul style="list-style-type: none"> • Read words on cards- stress it is hard to Fred a Red! MTTT read whole word • With partner MTTT using lollypop stick to point to whole word 	Red words
Challenge Words	<ul style="list-style-type: none"> • Write words on cards. Read with children • With partner MTTT using lollypop stick to point to word 	Book Words on cards
Vocabulary check	<ul style="list-style-type: none"> • Teacher say word, children repeat • Say word and then definition as shown in book- can illustrate with actions as well 	Book
Introduce the story	<ul style="list-style-type: none"> • Exciting introduction to story to put story in context, engage children. Encourage children to repeat key vocabulary. Introduce Power Words 	Props/ other book etc
Read the story	<ul style="list-style-type: none"> • With partner MTTT using lollypop stick to point to words read and page each and then repeat book with child 2 starting as teacher 	Book

Read the story/explain a page Questions to talk about	<ul style="list-style-type: none"> • Discuss several pages' meaning, use of punctuation e.g. ! Is it for excitement? Fear/relief? Etc. Consider character feelings, actions and motives, use of vocabulary, authorial intent • Read story again with partner MTYT using lollypop stick to point to words 	Book
Questions to read and answer	<ul style="list-style-type: none"> • Refer to questions at back of book. MTYT to read question. Find evidence in text 	Book
Speed words	<ul style="list-style-type: none"> • With partner MTYT using lollypop stick to point to words (as week progresses do not sound out) 	Book
Read the story with fluency and expression	<ul style="list-style-type: none"> • Use new vocabulary in discussion and consider the motivation of the characters- what are they feeling? Thinking? Saying? What is happening? • Use discussion to model expression • Read pages again with expression alongside the children • Play jump in • Partner read with expression 	Book

Shared reading

Shared reading provides an opportunity for the teacher to model fluent, expressive text reading for the whole class. Shared reading also provides opportunities for teacher modelling of effective reading strategies. The teacher takes the lead, focusing on reading strategies and features of the text. Support and discussion opportunities are provided for less confident readers, whilst targeted questioning can 'stretch' the more able reader. Levels of comprehension can be clarified and new understanding scaffolded.

Key features:

- each session has a planned focus and the learning intention is shared with the children
- sessions are short, sharp and focused
- sessions may be whole class or group
- texts should be motivating, attractive and chosen to support the specific learning intention
- children should have access to a text which contains sufficient challenge
- reading should be fluent and expressive
- children explore and try out reading strategies in a supportive context

Children should have opportunities to consolidate and transfer learning to other situations through a variety of supported and/or independent reading tasks

- ❖ Use of big books/large scale texts- text within 80% accuracy of reading ability of group
- ❖ Model reading strategies, punctuation etc
- ❖ Use texts in advance of writing focus to introduce genre
- ❖ Once read, the shared reading books may be kept in an area accessible to pupils for independent and familiar rereading by pupils

Reading aloud

Reading to children frees them from decoding and supports them in becoming more active listeners, totally immersed in the text. As children create meaning from a spoken text by visualising from the author's words and making connections between what they already know and what they hear, they extend their literacy knowledge and awareness. They enrich their vocabulary by hearing and discussing

new words in context and familiar words used in new ways. They develop new insights into the way language works (for example, how humour can be used) and into the features of different text forms. A lot of implicit learning occurs when children are read to.

Reading aloud gives teachers valuable opportunities to introduce and discuss complex or connected themes and ideas, to model reading strategies, to extend topic studies, and to explore sophisticated language features with children in a relaxed and familiar reading environment. These can later be examined more closely and in greater detail through shared and guided reading. Links are made to future writing genres so that children have an understanding of key genre features prior to writing. Reading to children also extends their oral language skills, especially their awareness of the sounds, rhythms, and patterns of language. Listening to texts read fluently, accurately, and with expression is particularly useful to children who need additional support in oral language development or who are learning English as a new language.

Resources include:

- Class and school library books
- Year group key texts
- Poetry
- Pre teaching book topic boxes
- Assembly texts
- Big books

Year group topic related fiction texts

We consider carefully the balance of reading coverage within each term and how the demands of their reading exposure increases in difficulty and challenge. Books have been chosen to reflect a range of genre including traditional tales, rhyming patterned texts, adventure stories. In addition to the texts listed below, we also use associated non fiction texts.

		Topic related fiction
Autumn 1	YR	Stick Man, Julia Donaldson Three Billy Goats Gruff
	Y1	Q Pootle, Nick Butterworth Here come the Aliens, Colin McNaughton
	Y2	Tom and the Island of Dinosaurs, Ian Beck
Autumn 2	YR	Fairy tales
	Y1	Rascally Cake, Jeanne Willis Owl and Star, Mary Murphy
	Y2	Winnie in Winter, Valerie Thomas
Spring 1	YR	Supertato, Paul Linnet and Sue Hendra
	Y1	Jack and the Beanstalk
	Y2	Oliver Twist, Charles Dickens
Spring 2	YR	We're going on a Bear Hunt, Michael Rosen
	Y1	Stories from around the UK
	Y2	Michael Recycle, Ellie Bethal
Summer 1	YR	The Pirates Next Door, Jonny Durdle
	Y1	Where the Wild Things Are, Maurice Sendak
	Y2	The Tin Forest, Helen Ward
Summer 2	YR	Funnybones, Janet and Allan Ahlberg The Very Hungry Caterpillar, Eric Carle
	Y1	The Rainbow Fish, Marcus Pfister Willy the Wizard, Anthony Brown
	Y2	The Owl who was Afraid of the Dark, Jill Tomlinson

Year Group Key Storytime Texts

Ensure year group texts are read with sufficient frequency so that children can recall main features of the texts.

	YR	Y1	Y2
Bible Stories/ Religious Stories	Noah's Ark The Christmas Story The Easter Story	David and Goliath The Good Samaritan	Jonah and the whale Rama and Sita
Fairy and Traditional Tales	Goldilocks and the Three Bears Cinderella The Three Billy Goats Gruff The Three Little Pigs Chicken Licken The Gingerbread Man The Ugly Duckling	The Elves and the Shoemaker Jack and the Beanstalk Robin Hood Little Red Riding Hood The Drum: A Folk Tale from India Anansi and the Magic Stick	Hansel and Gretel The Three Wishes The Emperor's New Clothes The Princess and the Frog The Pied Piper Anansi and Mr Dry Bone
Classical Tales	The Hare and the Tortoise	Aesop's Fables	The Boy who Cried Wolf King Midas and the Golden Touch
Poetry	Nursey rhymes Counting rhymes Action rhymes and songs Clapping rhymes Circle songs Animal poems	Action rhymes and singing Dipping rhymes Narrative poetry Poems from different cultures Patterned poetry List poems	Tongue twisters Kenning Victorian poetry Raps Patterned poetry Narrative poetry
Poetry to learn by heart	See FIS Poetry Entitlement		

Independent reading

This is vital for building stamina and fluency and for developing children's knowledge and experience of a range of books and authors. Regular independent reading helps to motivate children and establish the reading habit.

It is important to make the links between guided reading and independent reading; for example, children continue to read texts covered in guided reading sessions during independent time with a specific focus designed to feed into further sessions.

Highly effective reading environment

At Frogmore Infant School we ensure reading resources are of a high quality and are accessible throughout the school. Books and other resources used to teach reading are carefully matched to the planned curriculum and to the needs of all our pupils. These include:

Library books
 Reading scheme books
 Rainbow Books
 Pre teaching topic book boxes
 Big books
 Story sacks
 Book role play objects
 E books

We provide reading environments that are welcoming where children can visit, read, choose and talk about books. These include:

- School library
- Class libraries
- Outside story telling areas

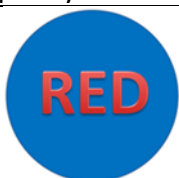
We teach children how to care for books.

Celebrating reading

At Frogmore Infant School, staff talk about books with enthusiasm, modelling a love of reading. We use special events to promote reading and enthuse children's love of reading including celebrating World Book Day, Book Weeks, reading competitions, Hampshire Book Award. Books are used to support assembly themes, learning across the curriculum and special events e.g. art's weeks.

Engaging parents

We actively promote reading at home through our RED award system and sending home quality texts to read with parents/carers linked to child's current reading level.



Read

Every

Day

Each child has a coloured reading card (RED card) for parents/carers to record the date, book title and pages read and comments. Teachers check these cards weekly and stamp them to show they have been looked at. The RED cards show helpful hints about how to support children with their reading. These take the form of 'I can' statements. When children read 20 times in a half term they receive a special award from the headteacher. Where reading is not regular at home, parents/carers are contacted to offer support.

We provide parents/carers with a range of information about how to support reading at home including:

- Reading information evenings
- Information on school website
- Reports to parents and Parent Consultation information leaflets
- Half termly topic newsletters

Appendix 1

Guidelines for an effective class library

- Area is attractive and obviously a class library with a defined space with comfortable seating. Does it entice your children to want to be there? What sort of messages does the area give?
- Books are changed by the children (3 each child) each half term and reflect the topic and personal interests.
- Books reflect the cultural and general reading/learning need and abilities of the children in the class.
- The class library is used as a planned sequence of learning – not just as a finishing activity! Use in independent reading tasks
- The environment is well organised (labelled fiction/non-fiction), tidy and of high quality resources (no tatty books). Gives the impression of high status and well cared for. Return tatty books to Gloria.
- Change focus displays regularly.
- Include pre teaching topic books in topic newsletter.
- Involve children in the management of the area, shelves tidied daily.
- Contents should be varied and may include:
 - Fiction by familiar authors
 - New books
 - Fiction by unfamiliar authors
 - Information books related to current topic
 - Information books related to interest
 - Poetry
 - Plays
 - Children's own writing
 - Traditional tales
 - Dictionaries/atlasses
 - Catalogues
 - And lots more!

Appendix 2 Reading Tracker

Secure at colour band (90-95% accuracy, appropriate fluency and comprehension)

Book Band, <i>RWInc</i>	End of Aut 1	End of Aut 2	End of Spr 1	End of Spr 2	End of Sum 1	End of Sum 2
Lime	Y3 ARE	Y3 ARE				
White						Y2 ARE(+)
Gold Grey				Y2 ARE	Y2 ARE (+)	
Purple Blue		Y2 ARE	Y2 ARE			
Turquoise Yellow	Y2 ARE					Y1 ARE
Orange Orange				Y1 ARE	Y1 ARE	
Green Pink			Y1 ARE			
Blue Purple	Y1 ARE	Y1 ARE				
Yellow Green					YR ARE	YR ARE
Red Red			YR ARE	YR ARE		
Pink Pink	YR ARE	YR ARE				

Appendix 3: RWInc books and speed sound match

Book band	Book band	Book band	Book band	Book band	Book band	Book band	Book band
Ditty (D)	Green (G)	Purple (Pu)	Pink (P)	Orange (O)	Yellow (Y)	Blue (B)	Grey (Gr)
First appearance of speed sound xx Set 1 xx Set 2 xx Set 3							
th sh ch ng nk ck ss qu gg	wh tt zz bb	y(ee) nn pp	le ay ed ee igh ow (snow) oo(cool)	air ou ir ce oy oi ge(j)	er	a-e i-e o-e ie ea oe	u-e aw ur ow ai aigh oa ew ire ure ear tion ous cious tious ci able ible ably ibly

	Book title	Focus phonics	Dominant word
Ditty books	Pin it on Got him A cat in a pot Jam Pick it up Wuff wuff Let's sing Let's swim Cluck In the mud	a to z- all books th, ch sh, th, ch th sh, th, ch, ve th, ch, ng, nk, ck, ss th, nk, ck, ff, qu th, ch, ng, ck, qu sh, th, ch, ff, ss, gg sh, th, ng, nk, ch, ck, gg th, ck	CVC CVC CVC CVC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC
Green books Set 1	On the bus My dog Ned Six fish The spell Black Hat Bob Tug, tug Chips The web Pip's pizza Stitch the witch	th, ck, ng th, ff, sh, ck sh, th, ll ch, ll, wh, th, ng ck, sh, th, ll, ff ck, sh, ch, ll, th ch, ve, tt, ck, nk, ng, th, ll, ch ll, zz, bb, gg, sh, th, nk ch, th, sh, ng	CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC
Green books Set 1A	The get fit club Jan's pancake Skateboard Sid Will's net Go and play	th, ck ve, wh, ss, ch ch, ck, ll sh, ll, ck, th, zz th, ff, ve, ch, ck	CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC
Green books Non-fiction Set 1	Hands We can all swim Let's go! What am I? Camping	th, ng, sh, ll, ck, ch sh, nk, ck, ss ck, sh, ll, th ve, sh, ck, ch, ll, th, nk ng, th, ss, gg, ch, sh, ck	CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC CVC, CCVC, CVCC
Blue books	Ken's cap	ck, ll, th, ck	CVC, CCVC, CVCC

Set 2	A bad fox Big Blob and Baby Blob Tim and Tom Tag Elvis Flip Frog and the bug Red Ken Billy the Kid In the bath	th, ff, ll, ck th, sh, tt, y (ee), ch th ff, ll, ck, th ng, th, ch, ck, sh, ll ck, ll, th, zz ll, th, ff, ck, sh ll, y (ee), ss, th, sh th, nn, y(ee), ck, sh, ss, nk	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC
Blue books Set 2A	Skateboard Sid and the hat Stop! Popcorn The chest in the sand Tom's tricks	bb, th, ll, ck, zz, ff, ng, ss th, bb, sh, ck, ng, pp, ff, ll, ch, ff sh, wh, zz, ng, ll, pp, ck ch, ll, ng, th, ck, sh, ff ck, gg, sh, ll, nk, th	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC
Blue books Non-fiction Set 2	Hens Spiders A pet goldfish What is it? Puppets	ch, ck, sh, wh, th, ll, gg ch, ck, th, gg, wh sh, pp, nk, dd, ch, ck qu, th, ll, ss, sh, es, th, nk, ng ve, pp, th, ng, ll, ck, tt	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC

	Book title	Focus phonics	Notes
Pink books Set 3	Scruffy Ted Tab the cat In the sun The dressing up box Tab's kitten Sanjay stays in bed The greedy green gremlin In the night Snow So cool!	Revision of sh, ch, wh, th, ng, nk, double consonants, ck, ve y (ee), le (l) - y (ee) y (ee) - ay, ed ee, y(ee), ed, ay igh, ee, ed, ay ow, ee, ed, igh, ay oo, ay, ee, igh	After Sanjay stays in bed- ay is often only represented in the word 'play' and often only once in the book
Pink books Set 3A	The troll in the pond A map in the attic The big match Tortoise and Hare Sol's balloon	Ay ee, ay igh, ay, ee ow, ay, ee oo, ow, ay,	
Pink books Non-fiction Set 3	Jay's clay pot Beep! Beep! Clocks and watches Bats Lights and shadow Baboons	Ay ee igh, ee, ay ow, igh, ay, ee oo, ay, ee, igh	

	Book title	Focus phonics	Notes
Orange Set 4	Playday I think I want to be a bee A bad fright	ay ee igh, ee	

	Follow me Too much! A good cook? Come on Margo! My sort of horse Haircuts My best shirt Look out! Hunt the tortoise	ow, ee, ay oo, ee, ow, igh oo, ay, ee ar, ee, oo or, ay, oor, ore, ee air, oo, igh, ar ir, ore, igh, ar, air, ee ou, oo, ee, ce, oy, oi, ay, ar, ow, oo, ou, ee	
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	Book title	Focus phonics	Notes
Orange Non-fiction Set 4	Jam tarts Horses Up in the air Blackbirds Jim's house in 1874	ar, ay, ge (j), ee, oo or, ee, ar, ore, ow (snow), se air, igh, or, ore, oo, ee ir, ow (snow), igh, ee, oo, ay ou, oo, oo, ow (snow), se, ir, ar	

	Book title	Focus phonics	Notes
Yellow books Set 5	The duckchick Off sick Tom Thumb The gingerbread man Robin Hood Lost Do we have to keep it? Danny and the Bump-a-lump Grow your own radishes The foolish witch	ed endings oo, or, es ending, ee ed endings, es endings, gu (g), qu ou, ea (e), er, ed endings ea (e), ou, oo, ed endings, ow (snow), oo, dge ay, oo ee, oo, oor (or), ve (e), y (ee), gu (g), ea igh, ee, oo, i (igh), ay, oo ow (snow), ee, ay, igh, es, oo, igh, ou, ow (snow), oo, ee	

	Book title	Focus phonics	Notes
Yellow books Non-fiction Set 5	In the park A sweetcorn salad Fun at the fair A model bird A mouse in the house	ar, or, ow (snow), ou, ay or, ar, oo, ee, igh, ir, ow (snow) air, ee, igh, ar, or, ou, ow (snow), ay ir, ay, or, ou ou, oor (or), oo, or, ow (snow), ee	

	Book title	Focus phonics	Notes
Purple books Set 6	Barker The poor goose Hairy Fairy King of the birds	ar, er, igh, oo, ee, ay, oo, ow or, oor, ore, ee, oo, ar air, igh, ee, oo, oo, er, ar, ore, or, ow ir, ay, ar, ee, oo, oo, ea (e), ow,	ed endings y (ee) endings se, ce

	Our house The jar of oil Jade's party Jellybean A box full of light The hole in the hill	air, or ou, ee, or, ar, oo oi, oy, ow, ir, oo, oo, ar, or, ou a-e, ay, ow, ee, or, ea (e), ir, ay, ou, air, ay ee, ea, e (ee), y (ee), ir, ore, ou, oi, a-e i-e, igh, ie, i (igh), ar, ea, oo o-e, ow (snow), oe (snow), o (snow), ore, a-e, i-e, ea	
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	Book title	Focus phonics	Notes
Purple Non-fiction Set 6	Save the whale How to make a peach treat On your bike A hole in my tooth At the seaside	a-e, ay, or, ee ea, ea (e), ee, a-e, ir, i-e, a-e, ea (e), oo, se ending o-e, a-e, i-e, igh, ee, ou, oo ow (snow) a-e, i-e, o-e, ea, ou, ie, ar	

	Book title	Focus phonics	Notes
Grey books Set 7	Rex to the rescue The lion's paw I dare you Looking after a hamster How silly! Wailing Winny's car boot sale Toad Andrew Dear Vampire Vulture culture A celebration on planet Zox A very dangerous dinosaur The invisible clothes	u-e, oo, ue, a-e, i-e, o-e, oo, ce aw, or, oor, ore, ou, a-e, aire, u-e, ea, o-e are, air, oi, ea, a-e, o-e, i-e, se, aw ir, ur, er, u-e, ea, ow, i-e, a-e ou, ow (how), oi, oo, a-e, o-e, i-e, ie ay, a-e, ai, aigh, a, air, ow, a-e, oi, o-e, ar ow, o-e, oa, o, aigh, ce, oi, o-e, ur oo, u-e, ue, ew, oa, ou, i-e, o-e, a-e, ar ire, ear, or ure, ture, our, u-e, i-e, ie, ar tion, ti, a-e, e-e, ve, er ous, cious, tious, aur, ou, ci able, ible, ably, ibly, ar, ue, or, er ai	

	Book title	Focus phonics	Notes
Grey Non-fiction Set 7	A job for Jordan A flight to New York The ice and snow book The Stone Age A place in space: the Moon	or, aw, ie, ay, igh, i-e u-e, ew, i-e, c(s), ea, ve, ee i-e, ie, a-e, ore, o-e, ou, ow, a-e o-e, a-e, i-e, igh, ay, or, u-e a-e, igh, i-e, oo, u-e, ir, air, ce, er, ou	

	Book title	Focus phonics	Notes
Grey books Set 7	Rex to the rescue The lion's paw I dare you Looking after a hamster How silly! Wailing Winny's car boot sale Toad Andrew Dear Vampire Vulture culture A celebration on planet Zox A very dangerous dinosaur The invisible clothes	u-e, oo, ue, a-e, i-e, o-e, oo, ce aw, or, oor, ore, ou, a-e, aire, u-e, ea, o-e are, air, oi, ea, a-e, o-e, i-e, se, aw ir, ur, er, u-e, ea, ow, i-e, a-e ou, ow (how), oi, oo, a-e, o-e, i-e, ie ay, a-e, ai, aigh, a, air, ow, a-e, oi, o-e, ar ow, o-e, oa, o, aigh, ce, oi, o-e, ur oo, u-e, ue, ew, oa, ou, i-e, o-e, a-e, ar ire, ear, or ure, ture, our, u-e, i-e, ie, ar tion, ti, a-e, e-e, ve, er ous, cious, tious, aur, ou, ci able, ible, ably, ibly, ar, ue, or, er ai	

	Book title	Focus phonics	Notes
Grey Non-fiction Set 7	A job for Jordan A flight to New York The ice and snow book The Stone Age A place in space: the Moon	or, aw, ,ie, ay, igh, i-e u-e, ew, i-e, c(s), ea, ve, ee i-e, ie, a-e, ore, o-e, ou, ow, a-e o-e, a-e, i-e, igh, ay, or, u-e a-e, igh, i-e, oo, u-e, ir, air, ce, er, ou	

Appendix 4 Non-RWInc books and speed sound match

Speed sound set	Speed sounds	Text	Book band colour
1	a-z, sh, ch, th, wh, qu, ng, nk, double consonants	All red texts CVC words	
1	a-z, sh, ch, th, wh, qu, ng, nk, double consonants	All yellow texts CVC/CVCC/CCVC words	
2 3	ee ar or ou ie	Feelings	-
2 3	ou ow ay ar ee oo ow aw ew	Max and the drum	
2 3	ou oo ee ow a-e oa ea	Max and the apples	
2 3	ay ar ear aw ere ow i-e	Sam hides Red Ted	
2 3	ay ar ou ow i-e	Lucy loses Red Ted	
2 3	ay ea oo i-e aw ow	Red Ted at the beach	
2 3	ea ou oo e-e i-e ow er	Pirate Pete keeps fit	
2 3	ar ee oo ou ai er oa oi se	Thick and thin	
2 3	ee ar ou or ea ay er ai a-e i-e	Real monsters	
2 3	ou ea ar ow igh ay er i-e a-e ai u-e	Rock out!	
2 3	ee ar ea ou ai i-e aw er ue a-e	Bart the shark	
2 3	ou ee ea oo o-e er a-e i-e oa	Diggety Dog	
2 3	ar ou oo ay ee ce er i-e	Going camping	
2 3	ir or a-e i-e ore ow	Whose footprints?	
2 3	ir oo ou ce er aw a-e ow	The Singing Bird	
2 3	ow ou ay a-e er ow ew	Melting Snow	-
2 3	ee ou oo ar ea ew i-e se o-e	A house for Hedgehog	
2 3	ay oo ee ow ea or ar er i-e aw ai o-e ce ure	The race and Ant's bug adventure	
2	ee ow ay ou ea oo oy	Zak and Zee and Shoo mouse, Shoo!	

3	aw oe ear i-e ai ur ce ue a-e		
2 3	oy ee ay ar ir oo er ew ur ow ai i-e a-e o-e dge	Robo-Rex and The play park	
2 3	ee oo ou ue ai i-e	Pond Dipping	
2 3	or oo ea ee ou ar ow ow ai	Stop pot, stop and What a day!	-
2 3	ou ow oo ar ay or ow i-e ai o-e ce	Snow Spoons and The Rainy Day	
2 3	ir ay oo ur a-e ce ai er ou	The birthday cake and The Gingerbread Micro-man	
2 3	ou oo oo er aw a-e ai oe o-e	Grandma's glasses	
2 3	ee ea or oo igh air ar i-e dge	Goldilocks and the three bears	
2 3	ay oy ir oo i-e ce o-e aw	The Ugly Duckling	
2 3	ir oo oo ou ee ow dge ce i-e a-e o-e	The Magic Porridge Pot	
2 3	oo ee ay oo a-e aw	The Bravest Fox	
2 3	oo oo ou ea or ee ce i-e a-e ow ai	The Gingerbread Man	
2 3	ou oo or ay ea ee i-e a-e oi	Little Red Riding Hood	
2 3	ee ir oo air or ou ay a-e ow ie ew o-e	Sleeping Beauty	
2 3	ee ay ou ir air ow i-e aw a-e ow ew	The Three Little Pigs	

Appendix 5 ORT books and speed sound match

Speed sound set	Speed sounds	Text	Book band colour
2 3	ou or oo oo air ar ee se a-e i-e er ow	House for sale	
2 3	ou oo oy oo a-e se	The New House	
2 3	ou ay ee ai oor a-e se i-e o-e sion	Come in!	
2 3	oo oo ee ou i-e ew se ai	The secret room	
2 3	oo ay or ou ir ow ar i-e ew ou ai a-e ow	The play	
2 3	ou ay ee oo ar or a-e i-e oor ai ew ow	The storm	
2 3	oo oo ou ow ay ow i-e er ture	The magic key	
2 3	oo ou ay oo ow ea ar a-e er i-e ture oa o-e	Pirate adventure	
2 3	ou ea or oo ow oo igh ee i-e a-e ai ture	The dragon tree	
2 3	ar ou ee oo oy ay oo ow a-e i-e ce o-e ture	Gran	
2 3	ee oo ou ar ow i-e ur ew a-e ire ture	Castle Adventure	
2 3	oo ay or ou ow oo oy igh i-e ai ture ew oa a-e	Village in the snow	



Reading with Phonics

Speed sound set	Text	Key focus
2/3	Cinderella	ow ou
2/3	The Frog Prince	short i y
2/3	Puss in Boots	short a
2/3	Little Red Riding Hood	short oo oo
2/3	Little Mermaid	er ir ur
2/3	Rapunzel	short o
2/3	Three Little Pigs	igh i y
2/3	Rumpelstiltskin	ar
2/3	Hansel and Gretel	or
2/3	Goldilocks and the Three Bears	air ear ere are

2/3	Beauty and the Beast	short e
2/3	Three Billy Goats Gruff	oa ow
2/3	The Ugly Duckling	short u
2/3	The Gingerbread Man	ay ai ey
2/3	Jack and the Beanstalk	long oo ew
2/3	Snow White	aw augh ough or
2/3	Sleeping Beauty	long ee ea ie

Frogmore Infant School

Guide to levelling for reading

Book Band	Year group expectations	Read Write Inc
Pink		Ditties p.1-12
Red	YR Spring term	Ditties p.13-42 Ditty books
Yellow	YR Summer term	Green
Blue	Y1 Autumn term	Purple
Green		Pink
Orange	Y1 Spring term	Orange
Turquoise	Y1 Summer term	Yellow
Purple	Y2 Autumn term	Blue
Gold	Y2 Spring term	Grey
White	Y2 Summer term	n/a
Lime	↓	n/a
Dark Blue		n/a

Assess at current reading band colour

