

# **Wraysbury Primary School**

## **Reading**

## Reading

In September 2021, Wraysbury Primary School adopted the Little Wandle Letters and Sounds Revised programme for teaching phonics and early reading. It is a systematic and synthetic phonics programme which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. By the end of Key Stage 1 (Year 2), children working at the average level should be reading books in silver or white bands. It is very important to remember however that children learn in different ways and make progress at different times; it is possible therefore that there may be children in Key Stage 2 still reading purely decodable books.

As a rough guide, children are expected to reach the highest level (sapphire) at seven or eight years old so by the end of Year 3. Children who read above emerald level are reading fairly fluently and although some books are still graded above this level, children are reading such a wide range of material that the banding becomes less important.

As a result of the revised phonics programme, all our children will be able to tackle any unfamiliar words in the books they are reading and will not progress to the next set of books until their phonic knowledge is secure at that stage. The books within our reading scheme vary in a number of ways, including layout, size, vocabulary and length, to give the children a rich diet of literature. The difference between each phonic phase and set of books is purposefully gradual, so that children do not experience great difficulty moving up through the scheme.

This guidance can only give a rough idea of the right reading level for your child. There will be a wide range of reading abilities in any school year. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story. It is equally important that children understand the text they have read and are able

to confidently retrieve information to answer literal questions and apply their own knowledge and experiences, in order to answer inferential questions relating to the text too.

All children are assessed daily in their phonics sessions and weekly in the review lesson. Children in Reception and Year 1 also have summative assessments every six weeks which are used to assess progress and identify gaps in phonic knowledge. Children will not move to the next set of books until they show a secure knowledge of sounds and word reading on their latest assessment. Beyond Phase 5 phonics a standardised Benchmark scheme is used which allows for the accuracy of the children's reading to be assessed in addition to their ability to retell the text and to answer comprehension questions. The results of the benchmark assessment will be analysed by the child's class teacher and a decision will be made on whether the child is ready to move on to the next colour band.

### **\*\*Beware**

You will not be helping your child if you rush them through books. It is not a race; it is a learning journey! Children learn at different rates just as they learn to walk, talk and dress themselves at different rates too. Reading must not be treated as a competition. If children are rushed through the books and feel under pressure to move through the phases they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will soon put them off reading. Daily reading should never be perceived as a chore; sharing a book with a grown up should be a treasured moment that children (and adults) look forward to and most importantly enjoy. We are ultimately aiming for children to learn to read for pleasure. With the new phonics scheme children will only bring home books that they are able to read comfortably by themselves. It is vital for all children to read with an adult every day at home too to give them the best opportunity to make progress with their reading.

### **Things to Remember**

Make time to sit with your child and hear them read every day and ensure you record it in their reading record.

Little and often is more beneficial than a long session once a week.

Think about how long you are reading for - the amount of reading time shouldn't exceed your child's span of attention.

Pick your timing carefully - it's best not to embark on a reading session when your child is tired.

Any reading is good reading, no child is expected to read the same book every single day.

Every child is an individual - try not to compare your child's progress with other children or with brothers and sisters.

Enjoy reading with your child and help them to become lifelong readers.

## **Skills required for each stage of Reading:**

### **Foundations for Phonics**

For children just starting to read. Children are getting used to turning pages from left to right and telling stories from the pictures.

Reading skills:

- Locate title, open front cover, turn pages appropriately
- Understand that left page comes before right
- Interpret pictures
- Tell the story in chronological order

### **Phase 2 Set 1 – 5**

#### **For children who are able to blend**

Reading skills:

- Locate title, open front cover, turn pages appropriately
- Understand that left page comes before right
- Use meaning together with repeated language patterns and some letters to read simple text
- Match spoken word to written word (1:1 correspondence or matching)
- Use a few known words to check own reading
- Read a simple CVC word in the text from left to right

### **Phase 3**

The next step up the ladder as children gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 or 2 sentences per page.

Reading skills:

- Locate and recall title
- Consolidate secure control of one-to-one matching on a wide range of texts
- Use known words to check and confirm reading

- Solve simple CVC words by blending phonemes from left to right and check for meaning and correct grammar, i.e., does it make sense and sound right?
- Start to read more rhythmically or use phrasing while maintaining track of text
- Repeat words, phrases or sentences to check, confirm or correct own reading

#### **Phase 4 Sets 1 & 2**

Children are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page.

- Move through text attending to meaning, print and sentence structure flexibly
- Self-correct more rapidly on the run
- Re-read to enhance phrasing and clarify precise meaning
- Solve new words using print information and understanding of the text to try alternative pronunciations
- Identify constituent parts of unfamiliar words to read correctly
- Manage a greater range of text genre
- Discuss content of the text in a manner which indicates precise meaning

#### **Phase 5 Sets 1 - 5**

Children are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with up to 4 or 5 sentences per page.

- Get started on fiction after briefer introductions without relying on illustrations
- Examine non-fiction layout and use the contents page to select which sections of a book to read
- Read longer phrases and more complex sentences
- Attend to a range of punctuation

- Blend phonemes in unfamiliar words more fluently, cross checking with meaning and sentence structure
- Search for and use familiar syllables within words to read longer words
- Infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content
- Begin to use appropriate terminology when discussing different types of text

### **Turquoise book band**

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page. Aligned with Phase 5 Phonics and Year 2 English curriculum.

- Extract meaning from the text while reading with less dependence on illustrations
- Approach different genres with increasing flexibility
- Use punctuation and layout to read with a greater range of expression and control
- Sustain reading through longer sentence structures and paragraphs
- Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables
- Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

### **Purple book band**

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Aligned with Year 2 English curriculum.

- Look through a variety of texts with growing independence to predict content, layout and story development

- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction or poetic language with growing flexibility
- Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction
- Begin to make more conscious use of reading to extend speaking and writing vocabulary and grammar

### **Gold book band**

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Aligned with Year 2 English curriculum.

- Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Take a more conscious account of literary effects used by writers
- Make more conscious use of reading to extend speaking and writing vocabulary and grammar
- Locate and interpret information in non-fiction

### **White book band**

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually no more than 30 pages and about 10 sentences per page.



- Read silently most of the time
- Sustain interest in longer texts, returning to it easily after a break
- Use text more fully as a reference and as a model
- Search for and find information in texts more flexibly
- Notice the spelling of unfamiliar words and relate to known words
- Show increased awareness of vocabulary and precise meaning
- Express reasoned opinions about what is read and compare texts
- Offer and discuss interpretations of text
- Comment on main characters and how they relate to each other
- Suggest alternatives or extensions to events and actions
- Discuss feelings created by stories
- Retelling of stories is balanced and clear

### **Emerald – Sapphire book bands**

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages. Aligned with Year 3 curriculum.

- Begin to read reflectively and to perceive meanings beyond the literal
- Refer to text to support own ideas
- Distinguish main points from examples; fact from opinion
- Devise key questions and words for searching and use several sources
- Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension
- Compare/contrast work from more than one source
- Read aloud with expression and intonation taking account of punctuation
- Pupils can refer to text layout and organisation
- Pupils show some awareness of the point of view of the author
- Beginning to sustain narrative and investigative reading

### **Benchmark+**

Books might have chapters. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually with around 30 - 50 pages.

Learning opportunities:

- Sustain confidence and perseverance when reading longer, demanding texts
- Begin to use deduction and inference with more mature fiction and poetry
- Begin to perceive how an author develops: plot, characters, meanings beyond the literal, figurative language
- Distinguish fact from opinion, point from example, relevant from irrelevant
- Select key points of a text and summarise
- Can refer to the impact of structure and organisation of texts
- Can refer to text to explain their views
- Identify themes
- Identify impact of word choices
- Secure the skills of skimming and scanning reading
- Pupils can identify the purpose of a text