



Kingsland CE Primary School

Whole School Reading Strategy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

Related Documentation

This Whole School Reading Strategy is founded on the principles of the following documents and guidance:

- [The primary National Curriculum](#)
- [The Reading Framework](#)
- [Ofsted Education Inspection Framework](#)
- The school’s [Curriculum Policy](#)

Reading Principles

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.

Read Write Inc

The school teaches systematic synthetic phonics through Read Write Inc. (RWI). Since 2012, this system has been firmly embedded throughout the school, and is proven to be highly effective, as shown in the school's high attainment percentage year-on-year in the Phonics Screening assessment.

Reading Books

During the early stages of learning to read, reading books are closely aligned to the children's phonics' ability. Throughout each year group, the schools' reading curriculum is coherently planned and sequenced, based on Ofsted's principles:

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

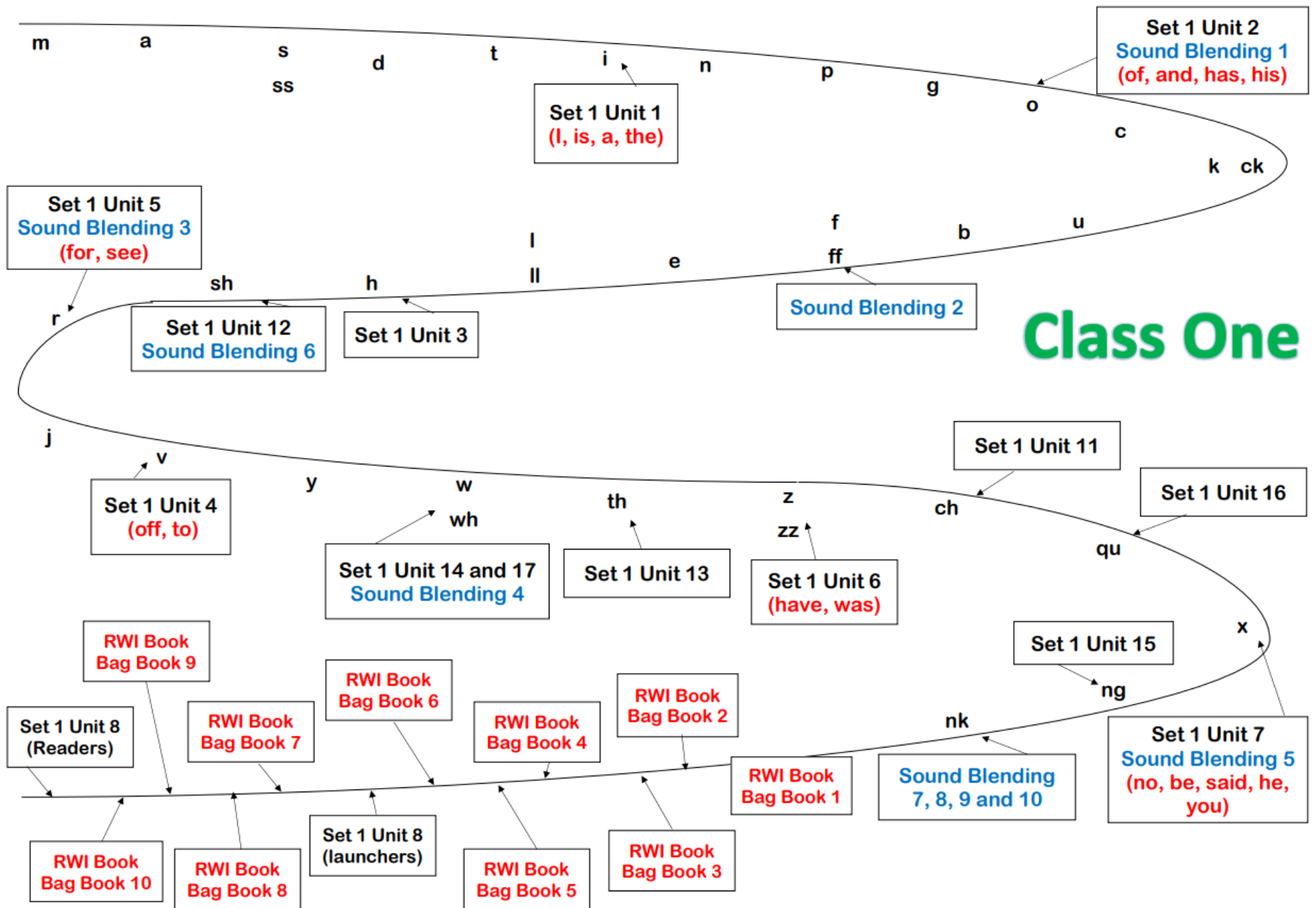
Alongside the class RWI books, the following schemes are in place to ensure children are reading ability-appropriate books:

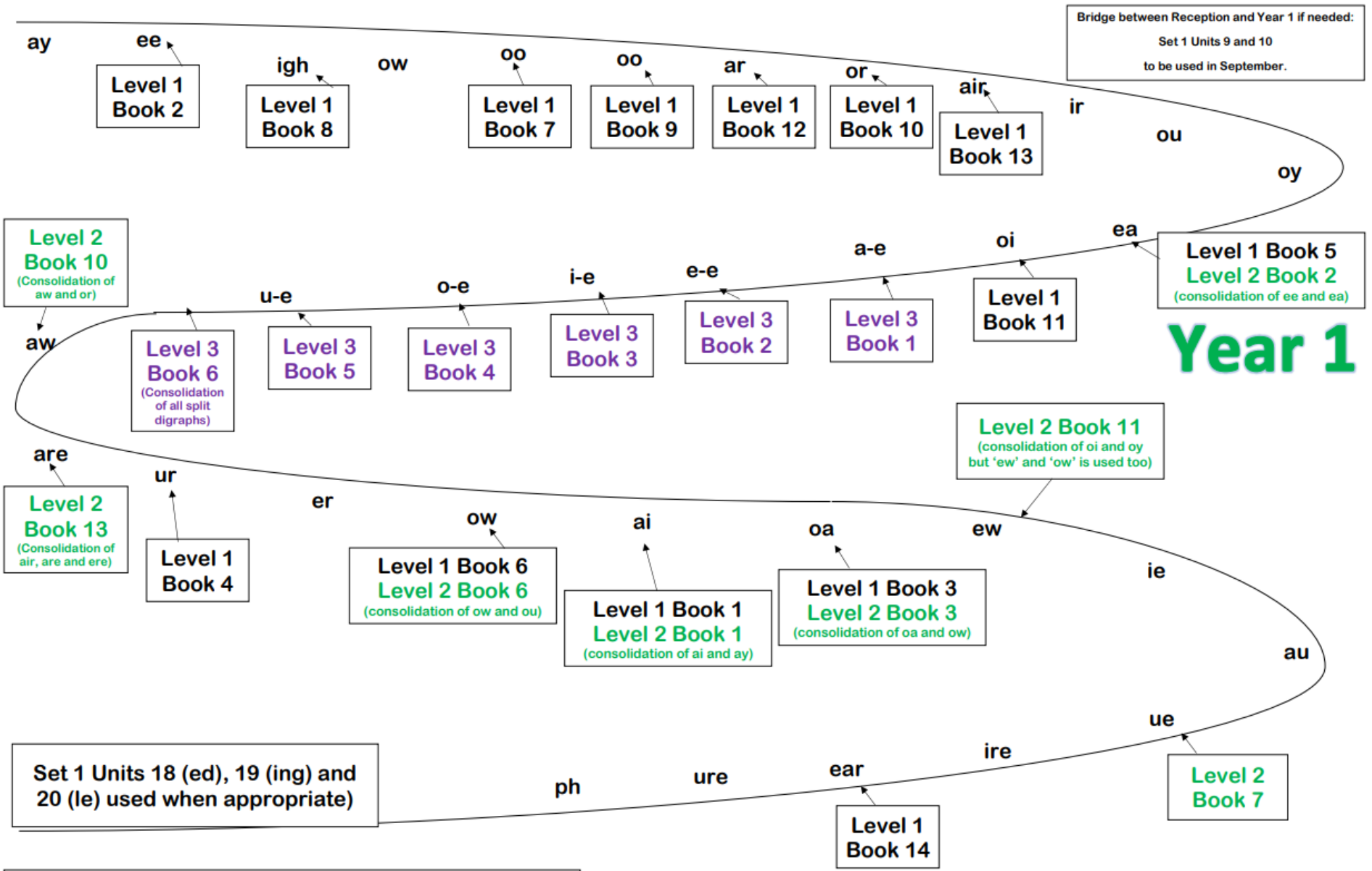
Year group	Reading books
R	<ul style="list-style-type: none">• Dandelion Launchers• Dandelion Readers• RWI Book Bag Books• Library books / books to share at home
1	<ul style="list-style-type: none">• Dandelion Launchers• Dandelion Readers• RWI Book Bag Books• Book Banding Books (ability-allowing)• Library books
2	<ul style="list-style-type: none">• Dandelion Readers• RWI Book Bag Books• Book Banding Books (ability-allowing)• Library books
3	<ul style="list-style-type: none">• RWI Book Bag Books (as required)• Book Banding Books• Library books
4	<ul style="list-style-type: none">• RWI Book Bag Books (as required)• Book Banding Books• Free-reading Books• Library books
5	<ul style="list-style-type: none">• RWI Book Bag Books (as required)• Book Banding Books• Free-reading Books• Library books
6	<ul style="list-style-type: none">• Book Banding Books (as required)• Free-reading Books• Library books

Reading books are changed regularly – with the Dandelion Books and the RWI Book Bag Books, children are encouraged to read each book multiple times in order to develop fluency, confidence and comprehension. Teachers personalise which reading books are appropriate for each child and so children will have a mixture of the books listed above.

A series of Recommended Reading Books can also be found on the school website [here](#).

Reading Book Progression

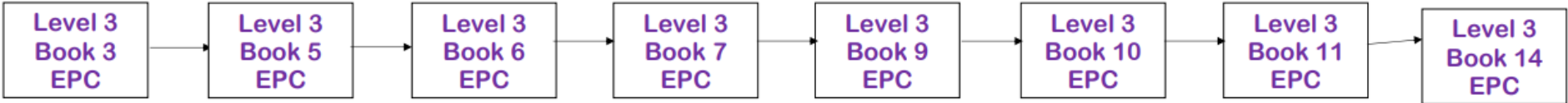
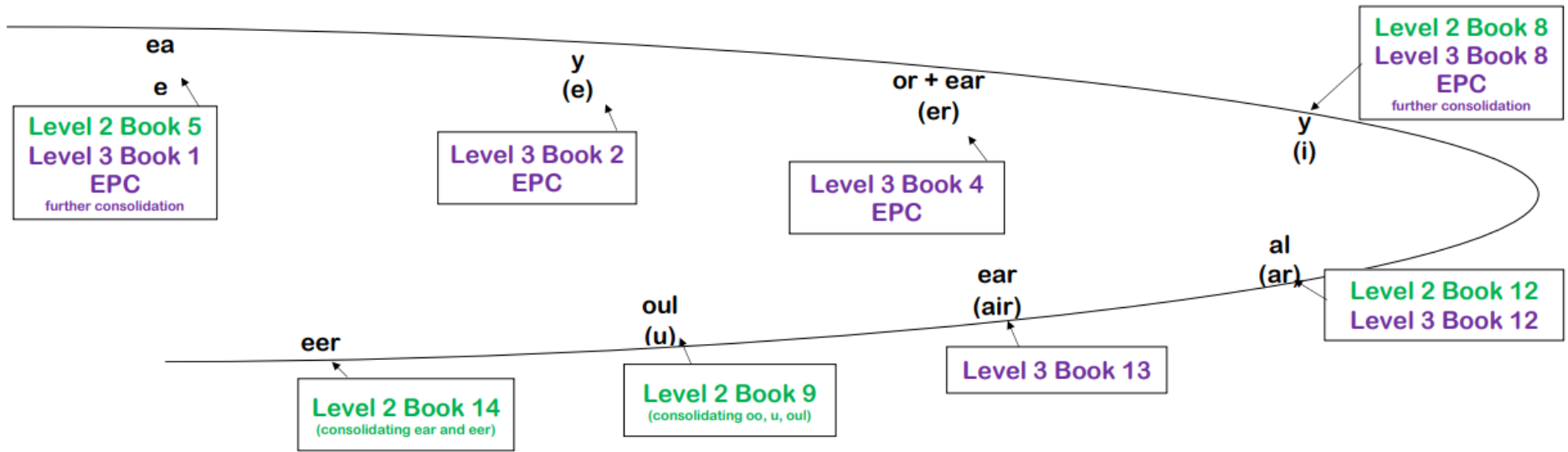




Bridge between Reception and Year 1 if needed:
Set 1 Units 9 and 10
to be used in September.

Year 1

Send home RWI Book Bag books (colour corresponds with book colour used in class) and those needing more consolidation to also take home a Dandelion book too. If RWI Book Bag Books for that colour have been completed but more practice is required, use RWI books on shelf.



EPC = Extended Phonic Code

Send home RWI Book Bag books and those needing more consolidation to also take home a Dandelion book too. If RWI Book Bag Books for that colour have been completed but more practice is required, use RWI books on shelf.

Year 2

Children needing further consolidation.

Whole School Reading Progression

Word Reading	Key Stage 1			Key Stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<ul style="list-style-type: none"> ○ Say a sound for each letter of the alphabet and at least 10 digraphs. ○ Read words consistent with their phonic knowledge by sound-blending. 	<ul style="list-style-type: none"> ○ Apply phonic knowledge and skills as the route to decode words. ○ Blend sounds in unfamiliar words using the GPCs that they have been taught. ○ Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. ○ Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. ○ Read words of more than syllable that contain taught GPCs. ○ Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). 	<ul style="list-style-type: none"> ○ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ○ Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes. ○ Read accurately words of two or more syllables that contain the graphemes taught so far. ○ Read words containing common suffixes. 	<ul style="list-style-type: none"> ○ Use their phonic knowledge to decode quickly (may still need support to read longer, unfamiliar words). ○ To apply their growing knowledge of root words and prefixes, including in-,il-, im-, ir-, un-, dis-, mis-, re-, sub-, inter-, super-, anti- and auto, to read aloud. ○ To apply their growing knowledge of root words and suffixes/ word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion,, -ssion and -cian, to read aloud. 	<ul style="list-style-type: none"> ○ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skills. ○ To continue to apply and understand their knowledge of root word, prefixes and suffixes to read aloud fluently. 	<ul style="list-style-type: none"> ○ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skills. ○ Apply growing knowledge of root words, prefixes and suffixes (including, -cious, -tious, -cial, -tial, -ant, -ancy, -ent, -ence, -ency, -able and -ible, -ably and -ibly) 	<ul style="list-style-type: none"> ○ Read words fluently, applying their knowledge of root words, prefixes and suffixes with increasing speed and skill.
Common exception words	<ul style="list-style-type: none"> ○ Read some common 	<ul style="list-style-type: none"> ○ Read common exception words, noting unusual 	<ul style="list-style-type: none"> ○ Read further common exception 	<ul style="list-style-type: none"> ○ To begin to read the Year 3/4 exception words. 	<ul style="list-style-type: none"> ○ Read all the Year 3/4 exception words, 	<ul style="list-style-type: none"> ○ Begin to read the Year 5/6 	<ul style="list-style-type: none"> ○ Read all Year 5/6 exception

	exception words.	correspondences between spelling and sound and where these occur in the word.	words, noting unusual correspondence between spelling and sound and where these occur.		discussing the unusual correspondences between spelling and sound, and where these occur in the word.	exception words.	words fluently.
Fluency	<ul style="list-style-type: none"> ○ Read aloud simple sentences and books that are consistent with their phonic knowledge. 	<ul style="list-style-type: none"> ○ Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words. ○ Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ○ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation. ○ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. ○ Re-read these books to build up their fluency and confidence in word reading. 	<p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>Anyone still requiring the teaching of word reading will be supported in ways that are best for the individual child: through interventions, catch-up time, reading with an adult and continuing with RWI Book Banded Books / Dandelion Readers until secure.</p>			

Reading Comprehension	Key Stage 1							Key Stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> ○ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to. ○ Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> ○ Check that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> ○ Check that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> ○ Check that the text makes sense, continuing to correct inaccurate reading. 	<ul style="list-style-type: none"> ○ Check that the text makes sense, continuing to correct inaccurate reading. 	<ul style="list-style-type: none"> ○ Check that the book makes sense to them and discuss their understanding. ○ Continue to correct inaccurate reading. 	<ul style="list-style-type: none"> ○ Check that the book makes sense to them and discuss their understanding. ○ Continue to correct inaccurate reading. 				
Reading for pleasure Listening to and discussing texts Comparing, contrasting and commenting	<ul style="list-style-type: none"> ○ Demonstrate an understanding of what has been read to them by retelling stories and narratives. ○ Anticipate – where appropriate – key events in stories. ○ Draw on what has been read in class. ○ Understand the past through settings, characters and events 	<ul style="list-style-type: none"> ○ Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond which they can read independently. ○ Become familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics. ○ Recognising and joining in 	<ul style="list-style-type: none"> ○ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. ○ Become increasingly familiar with and retell a wider range of stories, fairy tales and 	<ul style="list-style-type: none"> ○ Develop positive attitudes to reading and understanding what they read. ○ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction books and reference books. ○ Increase familiarity with a wide range of books, 	<ul style="list-style-type: none"> ○ Develop positive attitudes to reading and understanding what they read. ○ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction books and reference books. ○ Increase familiarity with a wide range of books, 	<ul style="list-style-type: none"> ○ Maintain positive attitudes to reading. ○ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books, reading books that are structured in different ways. ○ Read for a range of purposes. 	<ul style="list-style-type: none"> ○ Maintain positive attitudes to reading. ○ Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions. ○ Read a range of books that are structured 				

	<p>encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> ○ Use stories and non-fiction texts to describe their immediate environment, similarities and differences between religious and cultural communities, some similarities and differences between life in this country and life in other countries and some similarities and differences between the natural world around them and contrasting environments. ○ Make use of props and materials when role playing characters in narratives and stories. ○ Recount narratives and stories with their peers and teacher. 	<p>with predictable phrases (recognising simple recurring literary language).</p> <ul style="list-style-type: none"> ○ Participate in discussion about what is read to them, taking turns and listening to what others say. ○ Explain clearly their understanding of what is read to them. ○ Discuss the significance of the title and events. ○ To ask and answer simple questions about a text. ○ Be encouraged to link what they have read, or hear read, to their own experiences. ○ Make links between texts they are reading and texts that have been read (including texts that they can 	<p>traditional tales.</p> <ul style="list-style-type: none"> ○ Recognise simple recurring literary language in stories and poetry. ○ Discuss the sequence of events in books and how items of information are related. ○ Ask and answer questions about a text. ○ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. ○ Discuss books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening 	<p>including fairytales and myths and legends, and retell them orally using some literary language.</p> <ul style="list-style-type: none"> ○ Use appropriate terminology when discussing texts (plot, character and setting). ○ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>including fairytales and myths and legends, and retell them orally using literary language with increasing confidence.</p> <ul style="list-style-type: none"> ○ Read for a range of purposes. ○ Read books that are structured in different ways. ○ Identify themes (e.g. triumph of good over evil, friendship, etc.) and conventions in a wide range of books. ○ Refer to authorial styles and features (e.g. a diary written in the first person, greetings for the opening of a letter and the use of subheadings and bullet points). 	<ul style="list-style-type: none"> ○ Recommend books that they have read to their peers, giving reasons for their choices. ○ Identify and discuss themes and conventions in and around a range of writing. ○ Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously. ○ Summarise main ideas drawn from more than one paragraph. ○ Ask questions to improve their understanding. 	<p>in different ways.</p> <ul style="list-style-type: none"> ○ Read for a range of purposes. ○ Recommend books that they have read to their peers, giving reasons for their choices. ○ Provide reasoned justifications for their views. ○ Make comparisons within and across books (comparing characters, settings, themes and other aspects). ○ Recognise further themes in texts read to them and by them, such as loss and heroism. ○ Explain and discuss their understanding of what has been read, including formal presentations and events, maintaining a focus on the topic and
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		read independently).	to what others say.		<ul style="list-style-type: none"> ○ Identify how language, structure and presentation contribute to meaning. ○ Identify main ideas drawn from more than one paragraph and summarise these. ○ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		<p>using notes where necessary.</p> <ul style="list-style-type: none"> ○ Draw out key information from a text and summarise it. ○ Listen and respond to feedback given on the quality of their explanations, responses and contributions to class discussions.
<p>Developing vocabulary</p> <p>Words in context and authorial choice</p>	<ul style="list-style-type: none"> ○ Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. ○ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own 	<ul style="list-style-type: none"> ○ Discuss word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> ○ Discuss and clarify meaning of words, linking new meanings to known vocabulary. ○ Discuss their favourite words and phrases. 	<ul style="list-style-type: none"> ○ Explain the meaning of words in context. ○ Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> ○ Explain the meaning of words in context. ○ Discuss words and phrases that capture the reader's interest and imagination. ○ Discuss author's use of words and phrases for effect. ○ Use a dictionary to 	<ul style="list-style-type: none"> ○ Explore and explain the meaning of words in context. ○ Discuss how authors use language, including figurative language (such as metaphor, simile and personification) and consider the impact on the reader. 	<ul style="list-style-type: none"> ○ Explore and explain the meaning of words in context. ○ Discuss, evaluate and analyse how authors use language, including figurative language (such as metaphor, simile, personification and pathetic

	<ul style="list-style-type: none"> words and recently-introduced vocabulary. Use and understand recently-introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. 				<p>check the meaning of words that have been read.</p>		<p>fallacy) and consider the impact on the reader.</p>
<p>Inference and prediction</p>	<ul style="list-style-type: none"> Answer 'how' and 'why' questions in response to what they have heard read to them. 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Draw on what they already know or on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Draw on what they already know or on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions. Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Consider different points of view on the same event and discuss. Predict what might happen

							from details stated and implied.
Poetry and performance	<ul style="list-style-type: none"> ○ Sing a range of well-known nursery rhymes and songs. ○ Perform rhymes, poems and stories with others. 	<ul style="list-style-type: none"> ○ Recite some rhymes and poems by heart. 	<ul style="list-style-type: none"> ○ Continue to build repertoire of poems learned by heart, reciting them with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> ○ Prepare poems and playscripts to read aloud and perform that show some awareness of the audience when performed. ○ Begin use appropriate intonation, tone, volume and action. ○ Begin to recognise different forms of poetry (e.g. free verse and narrative poetry). 	<ul style="list-style-type: none"> ○ Discuss and recognise some forms of poetry (e.g. free verse and narrative poetry). ○ Perform poems and playscripts using intonation, tone, volume and action that demonstrates an awareness of the audience. 	<ul style="list-style-type: none"> ○ Learn a wider range of poems by heart. ○ Prepare poems and plays to read aloud and to perform, showing an awareness of the audience through the use of intonation, tone and volume. 	<ul style="list-style-type: none"> ○ Learn a wider range of poems by heart. ○ Prepare poems and plays to confidently read aloud and to confidently perform, engaging the audience through the use of intonation, tone and volume.
Non-fiction Structure and organisation			<ul style="list-style-type: none"> ○ Be introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> ○ Begin to use known features of a non-fiction text (such as glossary and sub headings) to retrieve and record information when answering questions. 	<ul style="list-style-type: none"> ○ Use all organisational features of a non-fiction text to retrieve and record information when answering questions. 	<ul style="list-style-type: none"> ○ Use knowledge of texts and organisational devices to retrieve, record and present information from non-fiction texts. ○ Distinguish between statements of fact and opinion. 	<ul style="list-style-type: none"> ○ Use knowledge of texts and organisational devices to retrieve, record and present information from non-fiction texts. ○ Retrieve information from a range of texts (e.g. historical texts,

							<p>geography and science textbooks, information leaflets (such as from a museum) and programmes and reviews (such as from a theatre).</p> <ul style="list-style-type: none">○ Distinguish between statements of bias and fact and opinion.
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Complete list of reading books

My Speed Sounds books	
My Set 1 Speed Sounds Book	For practising reading and writing Set 1 Speed Sounds
My Sets 2 & 3 Speed Sounds Book	For practising reading and writing Sets 2 & 3 Speed Sounds

Sound Blending books for the classroom	Children should know the Set 1 Speed Sounds and how to blend before reading these books	Sound Blending Book Bag Books
Sound Blending 1	Focus: blending consonant – vowel – consonant (CVC) words	Sound Blending 1
Sound Blending 2	Focus: blending CVC words	Sound Blending 2
Sound Blending 3	Focus: blending CVC words	Sound Blending 3
Sound Blending 4	Focus: blending CVC words	Sound Blending 4
Sound Blending 5	Focus: blending CVC words with double letters, e.g. <u>well</u> , <u>hiss</u>	Sound Blending 5
Sound Blending 6	Focus: blending CVC words with digraphs, e.g. <u>ship</u> , <u>lock</u>	Sound Blending 6
Sound Blending 7	Focus: blending CVC words with digraphs, e.g. <u>chin</u> , <u>bang</u>	Sound Blending 7
Sound Blending 8	Focus: blending CCVC words, e.g. <u>swim</u>	Sound Blending 8
Sound Blending 9	Focus: blending CVCC words, e.g. <u>milk</u>	Sound Blending 9
Sound Blending 10	Focus: blending CVCC words with digraphs, e.g. <u>chimp</u> and CCVC words with digraphs, e.g. <u>clock</u> , <u>smash</u>	Sound Blending 10

85 Core Storybooks

Red Ditty level

Red Ditty Level books each title is also available in black and white to send home	Red Words focussed on in the Storybook	Speed Sounds Children should know the sounds listed before reading each book	Corresponding Book Bag Book titles
1 Pin it on	put	All of Set 1	Let's get wet
2 Got him	the I put		Get him!
3 Cat in a pot	the no of		The bug
4 Jam	I of my		The big net
5 Pick it up	--		Fun run
6 Wuff, wuff	my I the of		Nip, nip, nip
7 Let's sing	the I of		The band
8 Let's swim	I put the of		Lots of us
9 Cluck	my the I for		A big black hen
10 In the mud	I the of my he		Dig it up

Green level			
Core Storybooks each title is also available in black and white to send home	Red Words focussed on in the Core Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
1	On the bus	the your	The din on bus
2	My dog Ned	the said I of my	Pat, the vet
3	Six fish	you I said of	Bad cat
4	The spell	the you I said be of my	A witch's lunch
5	Black Hat Bob	he said no my I	Red Hat Rob
6	Tug, tug	he said no I	Lots of fish
7	Chips	I said of no	Beth's chip shop
8	The web	said the my are I	Leggy
9	Pip's pizza	I said the he no you put	This is not my pizza!
10	Stitch the witch	I the said you of	A bed for kit
All of Set 1 Focus: a e i o u			

Purple level			
Core Storybooks each title is also available in black and white to send home	Red Words focussed on in the Core Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
1	Ken's cap	the of to no I my	The lost truck
2	A bad fox	the I me go	A big egg
3	Big Blob and Baby Blob	the of he baby	Dan's party
4	Tim and Tom	said my are the I	The best twin
5	Tag	I said you me	Fun on Planet Bip
6	Elvis	I you the my	The witch's kitchen
7	Flip Frog and the bug	I to said the	Black spots
8	Red Ken	he of the said paint I my	Shift it, Fred!
9	Billy the kid	said the I me you no	This is my mum
10	In the bath	the said are your he	Ed and Rex
All of Set 1 Focus: a e i o u			

Pink level			
Core Storybooks each title is also available in black and white to send home	Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
1	Scruffy Ted	All of Set 1 Focus: a e i o u	Scruffy Ted gets lost
2	Tab the cat		Pip the parrot
3	In the sun		Rags
4	The dressing up box		Sam's bag
5	Tab's kitten		Yap, yap!
6	Sanjay stays in bed	All of Set 1, All of Set 2 Focus: ay	My holiday
7	The greedy green gremlin	All of Set 1, All of Set 2 Focus: ee	I can see you, Dad!
8	In the night	All of Set 1, All of Set 2 Focus: igh	Up all night
9	Snow	All of Set 1, All of Set 2 Focus: ow as in <i>snow</i>	Let's play in the snow
10	So cool!	All of Set 1, All of Set 2 Focus: oo as in <i>cool</i>	Boo's coolest day

Orange level

Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
1	Playday	what they do said you to the	All of Set 1, All of Set 2 Focus: ay	We can play!
2	I think I want to be bee	what to me be want my	All of Set 1, All of Set 2 Focus: ee	A vet's week
3	A bad fright	go my what be the	All of Set 1, All of Set 2 Focus: igh	Fright night
4	Follow me!	said he me you to do what no the go	All of Set 1, All of Set 2 Focus: ow	Can you see me?
5	Too much!	old my are	All of Set 1, All of Set 2 Focus: oo as in <i>too</i>	A bad mood
6	A good cook?	said all he we my said so to the	All of Set 1, All of Set 2 Focus: oo as in <i>good</i>	Good old Grandad!
7	Come on, Margo!	was to are old so go you they the	All of Set 1, All of Set 2 Focus: ar	Dads and karts
8	My sort of horse	so of want all to do my the	All of Set 1, All of Set 2 Focus: or oor ore	Born on a farm
9	Haircuts	you want do of no the	All of Set 1, All of Set 2 Focus: air	Good hair, bad hair
10	My best shirt	my said so she we me her to	All of Set 1, All of Set 2 Focus: ir	Birthday party? No, thanks!
11	Look out!	want my do to the	All of Set 1, All of Set 2 Focus: ou	A house fit for a mouse
12	Hunt the tortoise	he be said no so go to all call the	All of Set 1, All of Set 2 Focus: oy oi	A pet tortoise

Yellow level					
Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
1	The duckchick	some saw her to all was they watch of	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Fox's tricks	Adopted animals
2	Off sick	watch(es) was to all said want you are of school her they	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Miss Smith is ill	What happens to your sandwich?
3	Tom Thumb	small was to do said of what their	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Stuck in fog	Bugs
4	The gingerbread man	to was her said you of they their	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: e ea	A hungry fox	Grab a snack
5	Robin Hood	your who tall you of to want they said	All of Set 1, All of Set 2 Focus: oo as in <i>look</i>	A big bag of cash	Bushcraft
6	Lost	they call all are your you her what do to brother of were	All of Set 1, All of Set 2 Focus: ay	No way!	Which way is it?
7	Do we have to keep it?	want all one to do you I'm I've baby	All of Set 1, All of Set 2 Focus: ee	Sam needs feeding	What can baby do?
8	Danny and the Bump-a-lump	there watch small what some of was to you I've I'm all	All of Set 1, All of Set 2 Focus: igh	Just let me sleep	Fun at night
9	Grow your own radishes	their you your want some they are small of fall call any to	All of Set 1, All of Set 2 Focus: ow as in <i>grow</i>	The radish contest	Plants
10	The foolish witch	where some they was you said to were there are tall call wall of	All of Set 1, All of Set 2 Focus: oo oo	Tom's cooking class	What's in the woods?

Blue Level					
Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
1	Barker	does were all one said of to they	All of Set 1, All of Set 2 Focus: ar	Dog school	A card to Grandad
2	The poor goose	any other two one all her there said were I'm to	All of Set 1, All of Set 2 Focus: or oor ore	A horse on Dartmoor	Running contests
3	Hairy Fairy	could there all they any I'm I've to what do ball	All of Set 1, All of Set 2 Focus: air	A job for Hairy Fairy	It's so hairy!
4	King of the birds	would want their watch some there said all water were they are to was one wash you	All of Set 1, All of Set 2 Focus: ir	The thirsty crow	Birds
5	Our house	anyone over who all one watch does they school you to were was said wasn't	All of Set 1, All of Set 2 Focus: ou	Greyhounds	Cool houses
6	The jar of oil	through once there son who your her was to you of one all	All of Sets 1, 2 & 3 Focus: oi oy	A second jar of oil	Our incredible planet
7	Jade's party	brother all where said one was you of	All of Sets 1, 2 & 3 Focus: ay a-e a	Party games	Food festivals
8	Jellybean	any what one was want does could said some of	All of Sets 1, 2 & 3 Focus: ee ea e y	Beastly pets	Small but deadly
9	A box full of light	all who there their could some of was they to said saw what	All of Sets 1, 2 & 3 Focus: igh i-e ie i	Dick Whittington	The Sun
10	The hole in the hill	whole want your any could their was small tall all of to you were people	All of Sets 1, 2 & 3 Focus: o-e	All alone	Making sounds with instruments

Grey level					
Core Storybooks each title is also available in black and white to send home		Red Words focused on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
1	Rex to the rescue	should were there call want come could one through was you to said all of through	All of Sets 1, 2 & 3 Focus: oo u-e ue	A happy pug	Animals that help us
2	The lion's paw	many could one are were other through was call to there they said	All of Sets 1, 2 & 3 Focus: or oor ore aw	King Midas	The Romans
3	I dare you	two there who were you said your one could what was school to of all	All of Sets 1, 2 & 3 Focus: are air	Men on the moon	Nancy Roman's space telescope
4	Looking after a hamster	mother are you want to one your they come other of water	All of Sets 1, 2 & 3 Focus: ir ur er	Bert the explorer	A pet or a pest?
5	How silly!	above father son mother some here who there people water was to you all what come they were one	All of Sets 1, 2 & 3 Focus: ou ow as in <i>how</i>	Silly games	April Fool!
6	Wailing Winnie's car boot sale	buy bought do some to of said you	All of Sets 1, 2 & 3 Focus: ay a-e ai aigh a	Dad makes a mistake	Amazing caves
7	Toad	father one watch should there come said who anyone whole water was ball of what your could you were	All of Sets 1, 2 & 3 Focus: ow o-e oa o	Frog or toad?	Pond life

Grey level (continued)

Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
8	Andrew	great brother above where could was what here someone through another there school water of were to all one	All of Sets 1, 2 & 3 Focus: oo u-e ue ew	The lifeboat crew	The deep blue sea
9	Dear vampire	walk said they were was what small are any here son who would there to you all	All of Sets 1, 2 & 3 Focus: ire ear	The train of fear	Mythical monsters
10	Vulture culture	one some their where they many are were come two of above	All of Sets 1, 2 & 3 Focus: ure ture	Carrion creatures	The Inca Trail
11	Celebration on planet Zox	caught worse call come was said their great who everyone should here watch all they of you were there another	All of Sets 1, 2 & 3 Focus: tion	Pay attention, please	Planets
12	A very dangerous dinosaur	talk thought there where all through one would two was they other	All of Sets 1, 2 & 3 Focus: ous cious tious	Dinosaur times	Dinosaur discovery
13	The invisible clothes	love wear some could buy bought thought everyone father any whole one you said was through there they were walk	All of Sets 1, 2 & 3 Focus: able ible ably ibly	Rumpelstiltskin	Clothes

35 Non-fiction titles		Speed Sounds Children should know the Speed Sounds listed before reading each book
Green level		
1	Hands	All of Set 1
2	We can all swim!	
3	Let's go!	
4	What am I?	
5	Camping	
Purple level		
1	Hens	All of Set 1
2	Spiders	
3	A pet goldfish	
4	What is it?	
5	Puppets	
Pink level		
1	Jay's clay pot	All of Set 1, All of Set 2 Focus: ay
2	Beep! Beep! Clocks and watches	All of Set 1, All of Set 2 Focus: ee
3	Bats	All of Set 1, All of Set 2 Focus: igh
4	Light and shadow	All of Set 1, All of Set 2 Focus: ow as in <i>shadow</i>
5	Baboons	All of Set 1, All of Set 2 Focus: oo as in <i>baboons</i>
Orange level		
1	Jam tarts	All of Set 1, All of Set 2 Focus: ar
2	Horses	All of Set 1, All of Set 2 Focus: or
3	Up in the air	All of Set 1, All of Set 2 Focus: air
4	Blackbirds	All of Set 1, All of Set 2 Focus: ir
5	Jim's house 1874	All of Set 1, All of Set 2 Focus: ou

Non-fiction titles		Speed Sounds Children should know the Speed Sounds listed before reading each book
Yellow level		
1	In the park	All of Sets 1, 2 & 3 Focus: ar
2	A sweetcorn salad	All of Sets 1, 2 & 3 Focus: or
3	Fun at the fair	All of Sets 1, 2 & 3 Focus: air
4	A model bird	All of Sets 1, 2 & 3 Focus: ir
5	A mouse in the house	All of Sets 1, 2 & 3 Focus: ou

Blue level		
1	Save the whale	All of Sets 1, 2 & 3 Focus: <u>a-e</u>
2	How to make peach treat	All of Sets 1, 2 & 3 Focus: ea as in <i>peach</i>
3	On your bike	All of Sets 1, 2 & 3 Focus: <u>i-e</u>
4	A hole in my tooth	All of Sets 1, 2 & 3 Focus: <u>o-e</u>
5	At the seaside	All of Sets 1, 2 & 3 Focus: <u>a-e</u> <u>i-e</u> <u>o-e</u> ea
Grey level		
1	A job for Jordan	All of Sets 1, 2 & 3 Focus: or, aw
2	Flight to New York	All of Sets 1, 2 & 3 Focus: <u>u-e</u> ew
3	The ice and snow book	All of Sets 1, 2 & 3 Focus: <u>i-e</u>
4	The stone age	All of Sets 1, 2 & 3 Focus: <u>o-e</u>
5	A place in space: the Moon	All of Sets 1, 2 & 3 Focus: <u>a-e</u>

Dandelion Books Phonics Progression



Level	Phonic focus	Letter/sound correspondence	Word Structure	Phase in 'Letters and Sounds'
BOOKS FOR BEGINNER READERS				
Unit 1	s, a, t, i, m	1 letter spellings	CVC (see glossary) *	Phase 2
Unit 2	n, o, p		CVC	Phase 2
Unit 3	b, c, g, h		CVC	Phase 2
Unit 4	d, e, f, v		CVC	Phase 2
Unit 5	k, l, r, u		CVC	Phase 2
Unit 6	J, w, z		CVC	Phase 2, 3
Unit 7	x, y, ff, ll, ss, zz	2 letter spellings	CVC	Phase 2
Unit 8	blending 4 sound words		CVCC	Phase 2,4
Unit 9	blending 4 sound words		CCVC	Phase 2, 4
Unit 10	blending 5 sound words		CCVCC	Phase 2, 4
Unit 11	ch	2 letter spellings		Phase 3, 4
Unit 12	sh	2 letter spellings		Phase 3, 4
Unit 13	th	2 letter spellings		Phase 3, 4
Unit 14	ck	2 letter spellings		Phase 3, 4
Unit 15	ng	2 letter spellings		Phase 3, 4
Unit 16	qu	2 letter spellings		Phase 3, 4
Unit 17	wh	2 letter spellings	2 syllable words	Phase 4, 5
Unit 18	-ed	2 letter spellings	2 syllable words	Phase 4
Unit 19	-ing	2 letter spellings	2 syllable words	Phase 4
Unit 20	le	2 letter spellings	2 syllable words	Phase 4
BOOKS FOR OLDER READERS				
Level 1	Spellings: ai, ee, oa, ur, ea, ow, oo, igh, b<oo>k, or, oi, ar, air, ear	2 and 3 letter spellings	2 syllable words	Phase 3, 4
Level 2	3 alternative vowel spellings	2 and 3 letter spellings	2 syllable words	Phase 5
Split Vowel	a-e, e-e, i-e, o-e, u-e	2 and 3 letter spellings	2 syllable words	Phase 5
Level 3	4/5 alternative vowel spellings	2 and 3 letter spellings	2 syllable words	Phase 5
Level 4	More alternative spellings for vowels and consonants and common Latin suffixes	1,2,3 and 4 letter spellings	2 and 3 syllable words	Phase 5,6
Dragon Eggs	More alternative spellings for vowel sounds	2, 3 and 4 letter spellings	2 and 3 syllable words	Phase 5
BOOKS FOR OLDER READERS				
Moon Dogs Sets 1 and 2	Sounds of the alphabet and consonant digraphs	1 and 2 letter spellings	1 syllable words	Phase 2, 4
Moon Dogs Vowel Spellings	Two alternative spellings for the sounds ae, ee, oa, ur, e, ow, oo, igh, b<oo>k, or, oi, ar, air, ear	1 -3 letter spellings	2 syllable words	Phases 3-5
Magic Belt/That Dog!	Starts at CVC/CVCC through to consonant digraphs: ch, sh, th, ck, ng, qu	1 and 2 letter spellings	2 syllable words	Phases 2, 4
Totem/Alba	CVC through to alternative vowel spellings	2, 3 and 4 letter spellings	2 and 3 syllable words	Phases 2-5
Rescue/Talisman 1/Island Adventure	More alternative spellings for vowel sounds	2, 3 and 4 letter spellings	2 and 3 syllable words	Phase 5
Titan's Gauntlets/Talisman 2	More alternative spellings for vowel and consonants sounds and common Latin suffixes	2, 3 and 4 letter spellings	Multi-syllabic	Phase 5, 6
Amber Guardians	Introduction of morphology: prefixes, suffixes, base/root words	2, 3 and 4 letter spellings	Multi-syllabic	Phase 6



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Read Write Inc and Oxford Reading Tree Correlation Chart

As your pupils get assessed and moved you should be matching their progress in phonics with progress through the reading scheme.

Read Write Inc. 	Spelling patterns	PNS Framework for Literacy reference	ORT stages and titles with Group Activity Sheets for these objectives 	Book Colour Band Movement should be gradual
Ditties pages 1-12	CVC words including th, sh, ch	Foundation stage 5 Explore and experiment with sounds words and texts Hear and say sounds in words in the order in which they occur Blend CVC words and recognise common digraphs Link sounds to letters, naming and sounding letters of the alphabet	Stage 1: At School (Bk1 p14) The Lost Teddy (Bk1 p18) First Words: Who Is It? (Bk1 p26) Stage 1+ Patterned stories: Good Old Mum (Bk1 p38) Fancy Dress (Bk1 p42) The Pet Shop (Bk1 p46)	1 Pink
Ditties pages 13-42 Ditty books	CVC words including th, sh, ch Initial consonant blends sp, fl, sl, cr, dr Word endings -ss, -ll, -ck, -nk, -ve	Foundation stage: 5 Link sounds to letters, naming and sounding letters of the alphabet Explore and experiment with sounds, words and texts Hear and say sounds in words in the order in which they occur Blend CVC words and recognise common digraphs Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words	Stage 1+ First Phonics story books Stage 2 The Toys' Party (Bk1 p62) Stage 3 A Cat in the Tree (Bk1 p98) Stage 3 The Rope Swing (Bk1 p102) (-ng and -ing) Assessment Y1T2 (Bk2 p49)	2 Red
Stories Set 1 Green	Short vowels Consonants +th, sh, ch Double consonants ff ll Final consonants -ng, -ck, -nk -tch	Foundation stage: 5 Link sounds to letters, naming and sounding letters of the alphabet Explore and experiment with sounds words and texts Hear and say sounds in words in the order in which they occur Blend CVC words and recognise common digraphs Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words Y1: 5 Read automatically high frequency words Use phonics to read unknown or difficult words	Stage 2 First Phonics story books Stage 3 First Phonics story books Stage 3The Rope Swing (Bk1 p102) (-ng and -ing)	3 Yellow
Stories Set 2 Purple	Short vowels Consonants + th, sh, ch Double consonants, tt, ll, ff, ss, zz Final consonants -ck, -nk, -ng, Initial blends tr, st, bl, sp, sw, bl, fr, fl, cr, spl	Foundation stage: 5 Blend CVC words and recognise common digraphs Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words Year 1 5: Use phonics to read unknown or difficult words Recognise all common digraphs Read automatically high frequency words	Stage 3 A Cat in the Tree (Bk1 p98) Assessment Stage 4 Y1T2 (Bk2 p48) Stage 4 The Storm (Bk2 p32) Assessment Stage 4 Y1T2 (Bk2 p49, 51) Assessment stage 4 Y1 T2 (Bk2 p50) Stage 4 The Play (Bk2 p28)	4 Blue

	Spelling patterns	PNS Framework for Literacy reference		Book Band
Ditties pages 45-54 Stories Set 3 Pink	Double consonants tt, ll, ff, mm, pp, Final consonants -ve, -ng, -nk, -ck, -tch long vowels: ay, ee, igh, ow, oo, ar, ow, oy root word with -ing, -ed, -s syllables	Year 1: 5 Recognise all common digraphs and trigraphs, including more complex long vowel phonemes Read automatically high frequency words Use syntax and context to self-correct when reading for accuracy and meaning Read longer words including two- and three-syllable words	Stage 4 The Storm (Bk2 p32) Stage 5 The Dragon Tree (Bk2 p62) Village in the Snow (Bk2 p74) Stage 5 Gran (Bk2 p66)	5 Green
Stories Set 4 Orange	Long vowels ay, ee, igh, ow, ue, oo, ar, ou, oy or, air, ir, root word with -ing, -ed, -s syllables	Year 2: 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including polysyllabic words	Stage 6 In the Garden (Bk3 p16) Stage 6 Kipper and the Giant (Bk3 p20) Stage 6 Land of the Dinosaurs (Bk3 p28)	6 Orange
Stories Set 5 Yellow	Long vowel sounds ay, ee, igh, ow, oo compound words syllables	Year 2 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words	Stage 6 In the Garden (Bk3 p16) Stage 7 Lost in the Jungle (Bk3 p50) Stage 7 The Broken Roof (Bk3 p54)	7 Turquoise
Stories Set 6 Blue	Long vowel sounds ay, ee, igh, ow, ue air, or, ir, oy, ar, compound words syllables suffixes -ing, -ed, s for plurals	Year 2 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words Use syntax, context and word structure when reading for meaning	Stage 6 In the Garden (Bk3 p16) Stage 7 Red Planet (Bk3 p46) Stage 7 Lost in the Jungle (Bk3 p50) Stage 7 The Broken Roof (Bk3 p54)	8 Purple
Stories Set 7 Grey	ay, igh, oo, ow, ue, air, or, ir ear, ire, -ture, -ure, our, tion, tious, cious, able, ible syllables suffixes: ing, ed, s for plurals, ly, er, est, y,	Year 2 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words Use syntax, context and word structure when reading for meaning	Stage 9 The Quest (Bk3 p116) Stage 9 Survival Adventure (Bk3 p120) Stage 8 A Day in London (Bk3 p92) Stage 8 Viking Adventure (Bk3 p80) Stage 9 The Litter Queen (Bk3 p112) Stage 8 The Flying Carpet (Bk3 p88)	9 Gold

Book Band Conversion Chart

Year Group	Book Band	Accelerated Reader Score	Oxford Level	Collins Big Cat Level	Storyworlds Stage
1	Turquoise	2.0	7	Turquoise	6
		2.1			
		2.2			
		2.3			
2	Purple	2.5	8	Purple	8
		2.6			
		2.7			
		2.9			
	Gold	3.0	9	Gold	9
		3.2			
		3.3			
	White	3.5	10	White	9
		3.7			
		3.0			
Lime	4.1	11	Lime		
Lime +	4.3	12	Lime		
3	Brown	4.5	8		Copper
			9		
		4.7	10		Topaz
			11		
	Grey	5.0	12		Ruby
			13		
4	Dark Blue	5.2	14		Emerald
		5.5	15		Sapphire
		5.8	16		
5	Dark Red	6.0		17	Diamond
		6.4			
		6.7			
6	Black	7.0		Pearl	
		7.4			
		7.8			

Book Band Colours	Storyworlds Stage	Storyworlds Titles
Turquoise	6	Little Red Riding Hood The Three Wishes The Tiger and the Jackal The Highland Cattle The Highland Games Lost in the Mist Rescue at Sea
Purple	8	Kim and the Computer Mouse Kim and the Missing Paint Pot Kim and the Shape Dragon Ali, Hassan and the Donkey
Gold	9	Journey into the Earth The Magic Carpet Voyage into Space Hansel and Gretel Big Barry Baker in Big Trouble Big Barry Baker on the Stage Big Barry Baker's Parcel
White	9	Cherry Blossom Cat City Cat Cobra Cat Adventure at Sea The Little Girl and the Bear The Two Giants Jack and the Beanstalk Big Barry Baker and the Bullies