



# EARLY READING

Expectations

**Decoding**  
**Phonological Awareness**  
**Sight Recognition**

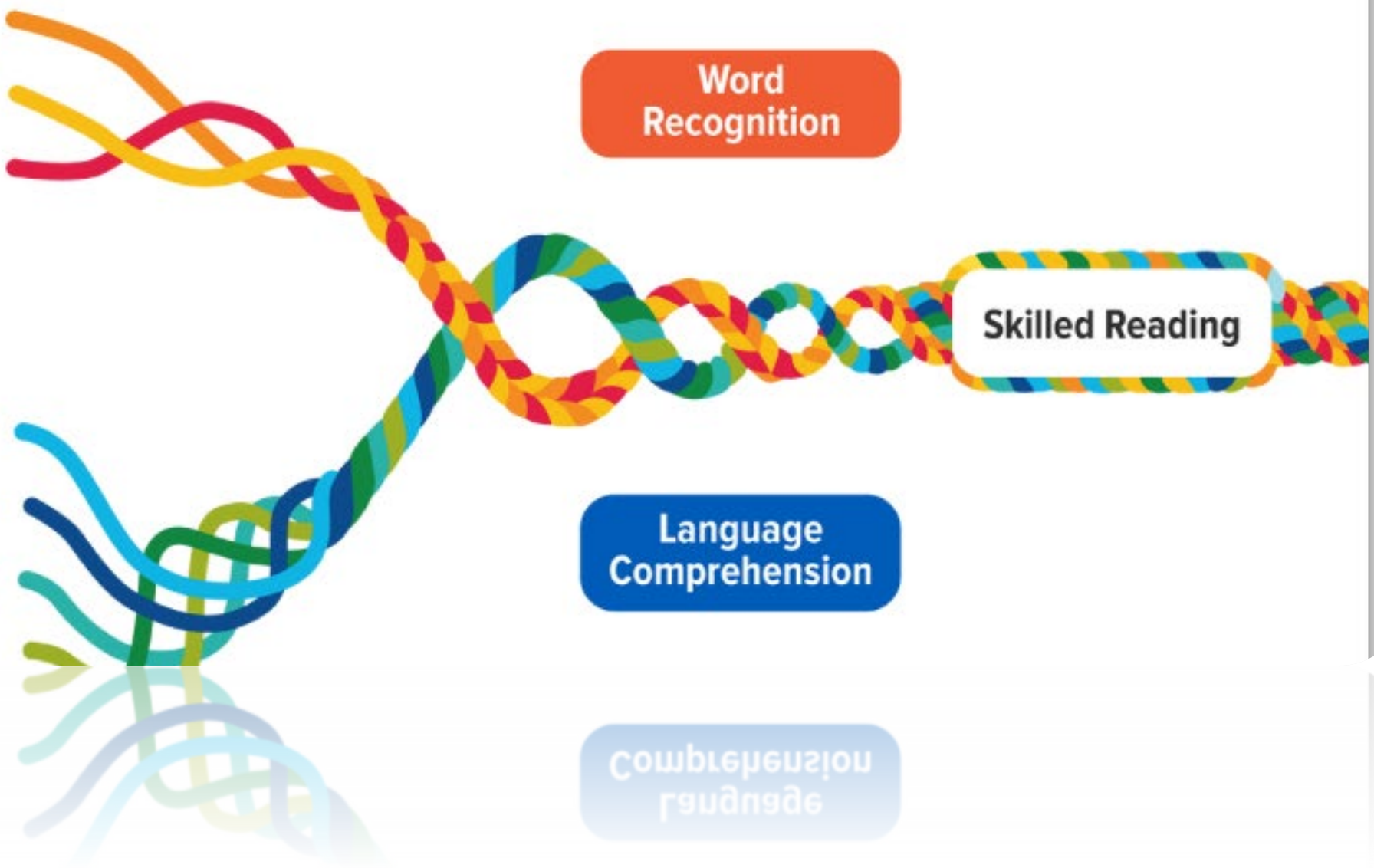
**Word Recognition**

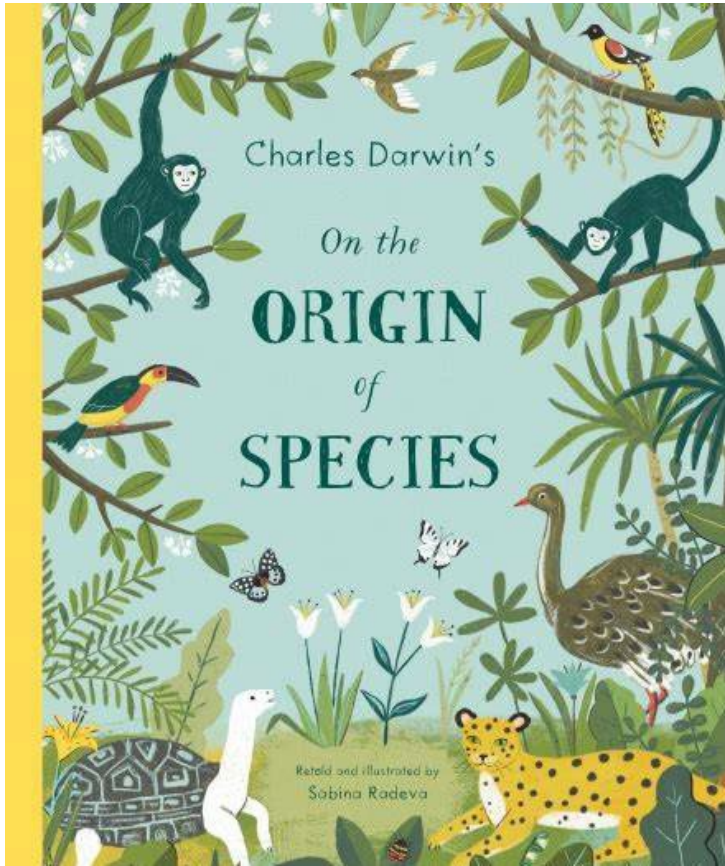
**Skilled Reading**

**Vocabulary Knowledge**  
**Background Knowledge**  
**Language Structures**  
**Literacy Knowledge**  
Background Knowledge  
Language Structures

**Language Comprehension**

Comprehension





Read Write Inc

Talk for Reading

Reading for pleasure

Curriculum linked books

Performance poetry

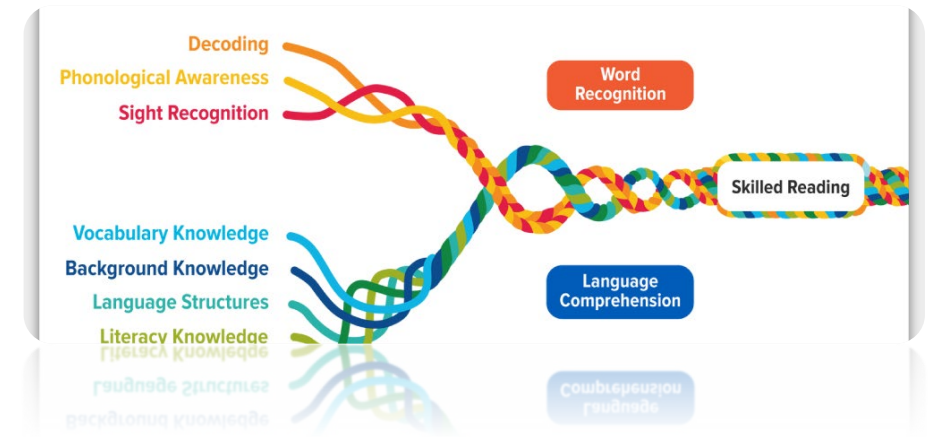
**HOW MUCH READING?**



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>*apply phonic knowledge to decode words</li> <li>*speedily read all 40+ letters/groups for 40+ phonemes</li> <li>*read accurately by blending taught GPC</li> <li>*read common exception words</li> <li>*read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>*read multisyllable words containing taught GPCs</li> <li>*read contractions and understanding use of apostrophe</li> <li>*read aloud phonically-decodable texts</li> <li>*re-read texts to build fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Reading Range</b>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>*begin to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> </ul>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways</li> <li>*reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways</li> <li>*reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways</li> <li>*read for a range of purposes</li> <li>*make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways</li> <li>*read for a range of purposes</li> <li>*make comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>*become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognise and join in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>*recognise simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>*identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>*identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry and Performance</b>	<ul style="list-style-type: none"> <li>*learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>*continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*learn a wider range of poetry by heart</li> <li>*prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>*learn a wider range of poetry by heart</li> <li>*prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>



Vocabulary	<ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> <li>*draw on taught vocabulary to understand what they read</li> </ul>	<ul style="list-style-type: none"> <li>*discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>*discussing their favourite words and phrases</li> <li>*draw on taught vocabulary to understand what they read</li> </ul>	<ul style="list-style-type: none"> <li>*use dictionaries to check the meaning of words that they have read</li> <li>*discuss words that capture the reader's interest</li> <li>*explain the meaning of new words in context</li> </ul>	<ul style="list-style-type: none"> <li>*use dictionaries to check the meaning of words that they have read</li> <li>*discuss words that capture the reader's interest</li> <li>*explain the meaning of new words in context</li> </ul>	<ul style="list-style-type: none"> <li>*use dictionaries to check the meaning of words that they have read</li> <li>*discuss words that capture the reader's interest</li> <li>*explore the meaning of new words in context</li> </ul>	<ul style="list-style-type: none"> <li>*use dictionaries to check the meaning of words that they have read</li> <li>*discuss words that capture the reader's interest</li> <li>*explore the meaning of new words in context</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>*draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>*check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*discuss the sequence of events in books and how items of information are related</li> <li>*draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>*check that the text makes sense to them as they read and correct inaccurate reading</li> <li>*answer and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>*check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>*ask questions to improve their understanding of a text</li> <li>*identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>*check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>*ask questions to improve their understanding of a text</li> <li>*identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>*check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</li> <li>*ask questions to improve their understanding</li> <li>*summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>*check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</li> <li>*ask questions to improve their understanding</li> <li>*summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
Inference	<ul style="list-style-type: none"> <li>*discuss the significance of the title and events</li> <li>*make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>*make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>*justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>*justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>*justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>*justify inferences with evidence</li> </ul>
Prediction	<ul style="list-style-type: none"> <li>*predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predict what might happen from details stated and implied</li> </ul>
Authorial Intent			<ul style="list-style-type: none"> <li>*discuss words and phrases that capture the reader's interest and imagination</li> <li>*identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*discuss words and phrases that capture the reader's interest and imagination</li> <li>*identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*identify how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>*identify how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
Non-Fiction		<ul style="list-style-type: none"> <li>*be introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from nonfiction</li> </ul>
Talking about reading	<ul style="list-style-type: none"> <li>*participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>*explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> <li>*explain and discuss their understanding of what they have read</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> <li>*explain and discuss their understanding of what they have read</li> </ul>	<ul style="list-style-type: none"> <li>*recommend books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>*provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>*recommend books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>*provide reasoned justifications for their views</li> </ul>



In RWI pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

# Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the *lowest 20% of children*. Other children should be *well* in advance of this.

*All* children should achieve these expectations, if they have followed the programme from Reception.



	YR children can:	Y1 children can:	Y2 children can:
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Stage NOT Age groupings

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

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# Set 1 Sounds

Once the children can read all the single set 1 sounds speedily and can blend them in real and nonsense words they move on to reading ditties.

They are now introduced to the first common exception words. These are words that have irregular spellings for the sounds they make.

When they can read all the Set 1 sounds including the 'special friends' speedily they move onto red books.

They will start to read words with 5 sounds and multi-syllabic ones such as pocket and robin.

**Ditty 1: pop**  
 Speed Sounds - read the sounds and the letter name  
 a g t p n s d o i  
 Green Words - read these words by blending the sounds together  
 not got sip pop dad did dog  
 Red Words - read these words but tell your child the word if they get stuck  
 I the  
 I got pop  
 dad got a sip  
 the dog did not

**Ditty 11: I get a hat**  
 Speed Sounds - read the sounds and the letter name  
 sh g i e t a h b s  
 Green Words - read these words by blending the sounds together  
 shop shut bus hat bag on  
 Red Words - read these words but tell your child the word if they get stuck  
 I the  
 I get a hat  
 I get a bag  
 I get on a bus  
 but the shop is shut

Remember not to read the Ditty to your child first.  
 As your child reads the Ditty, be patient and give your child plenty of praise.  
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Stretch: mmmountain  
 Handwrite: Maisie, mountain, mountain

Read Write Inc. PHONICS  
**Pin it on**  
 Red Ditty Book 1  
 Story by Gill Munton  
 Illustrated by Tim Archbold  
 Series developed by Ruth Miskin  
 a e i o u  
 OXFORD



**Simple Speed Sounds chart**

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
												k

Vowels: bouncy

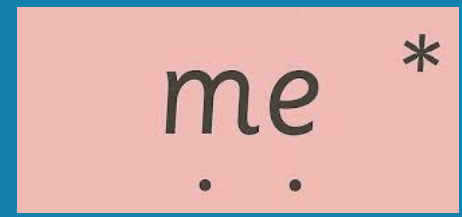
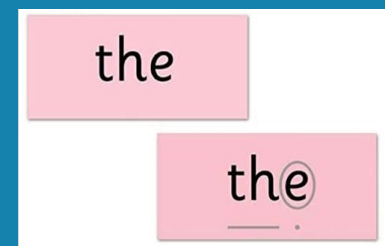
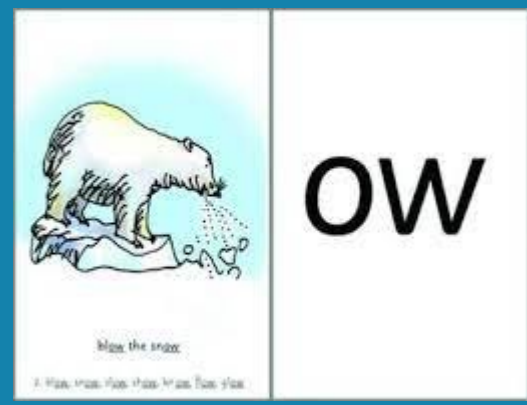
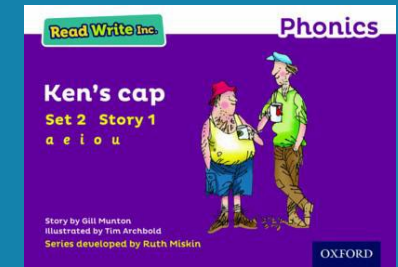
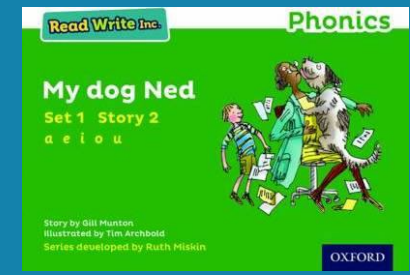
a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

# Set 2 Sounds

When the children can read all the Set 1 sounds speedily and read words longer words with these sounds they are taught Set 2 sounds. These are the ones highlighted in grey. They are the most common vowel sounds and graphemes. The books they now read are green, purple and pink. They move onto these as they read more complex real and nonsense words with all the taught sounds including more complex multi-syllabic.



More red words are taught. Some of these words are only red for a while until they learn alternatives in Set 3.

# Set 3 Sounds

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

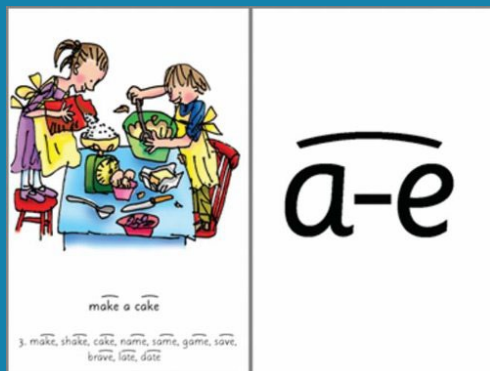
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore	are	er					
ew			aw							
			au							



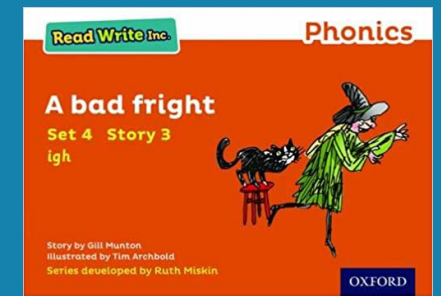
When the children can read all Set 1 and Set 2 sounds speedily and read words longer words with these sounds they are taught Set 3 sounds. These are now on the complex speed sound chart and they are the more complex vowel sounds and graphemes. The books they now read are orange, yellow, blue and grey.

They move onto these as they read more complex real and nonsense words with all the taught sounds.

To move onto the blue, grey and off RWI they also have to read a passage with fluency at and a certain speed.

More red words are taught as well as more complex multi-syllabic words.

They are introduced to a wider range of vocabulary throughout these books and the level of comprehension expectation is increased.



Assessment 1 individual record

Pupil ..... Date .....

<p>Sound Knowledge Set 1 single-letter Sounds</p> <p>d a s m t o n p g i k u b c f e l h r j x y w z v</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends</p> <p>ch qu sh th ng nk ff ll ss ck</p> <p>___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2</p> <p>oo ee ay ow oo igh ou or air ir ar oy</p> <p>___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3</p> <p>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious</p> <p>___ out of 27 (Set 3 only) ___ out of 74 (Set 1, Set 2 and Set 3)</p>

Grouping

Set 1 single-letter Sounds	d a s m t o n p g i k u b c f e l h r j x y w z v
Set 1 Sounds Group C	d-u-g ch-a-t t-e-n p-o-t t-i-n
Ditty Group	in am red bin yes
Red Group	chip mash pink thin fas gip guk rab
Green Group	flat this sand king thid quig criff yoss
Purple Group	kiss quick habit splash crell penk chash strack with off thin will his them that have
Pink Group	tray creep sight throw zoom brook skay spoom dight fleep lots black long thing next went help stop
Orange Group	spark porch pair house joy dirt norg ouf firb stoy rest smell throw play feel food when from
Yellow Group	looking sunlight often himself pellin lobbox shorg parfop high hair night sleep boy quick little think know smart

Blue Group	<p>beak soil shake inside throne rule fleach joip grafe stime doke vuke Then Mum dumps the baby on my knee...</p> <p>___ words per minute (write the child's total here) ___ errors (keep a tally as the child reads)</p> <p>Comment: _____</p>
Grey Group	<p>drawn stare surf flower crowd again coast threw retire spear secure zewn orper choag zaip kear leckom We will have a strong, handsome son...</p> <p>___ words per minute (write the child's total here) ___ errors (keep a tally as the child reads)</p> <p>Comment: _____</p>
Read Write Inc. Comprehension Group	<p>comfortable invisible operation tomorrow complained serious while remember beware enormous sawp nurp strabe townd imzeck trine plude splare "Yes, I'll show you!" cheeped Chicken-Licken...</p> <p>___ words per minute (write the child's total here) ___ errors (keep a tally as the child reads)</p> <p>Comment: _____</p>

# Set 1

## Sound Knowledge

### Set 1 single-letter Sounds

d a s m t o n p g i  
k u b c f e  
l h r j x y w z v

### Set 1 Special Friends

ch qu sh th ng nk  
ff ll ss ck

## Oral blending

### Set 1 Sounds Group C

d-u-g ch-a-t t-e-n p-o-t t-l-n

## Reading words using 'Special Friends, Fred Talk'

### Ditty Group (Photocopy Masters 1-10)



in am red bin yes

### Red Group



chip mash pink thin



fas gip guk rab

### Green Group



flat this sand king



thid quig criff yoss



# Set 2

## Sound Knowledge

### Set 1 single-letter Sounds

d a s m t o n p g i  
k u b c f e  
l h r j x y w z v

### Set 1 Special Friends

ch qu sh th ng nk  
ff ll ss ck

### Set 2

oo ee ay ow oo igh  
ou or air ir ar oy

### Purple Group



kiss quick habit splash



crell penk chash strack

### Pink Group



tray creep sight throw  
zoom brook



skay spoom dight fleep

## Speedy Reading

### Purple Group



with off thin will  
his them that have

### Pink Group



lots black long thing  
next went help stop

# Set 3

## Sound Knowledge

### Set 1 single-letter Sounds

d a s m t o n p g i  
k u b c f e  
l h r j x y w z v

### Set 1 Special Friends

ch qu sh th ng nk  
ff ll ss ck

### Set 2

oo ee ay ow oo igh  
ou or air ir ar oy

### Set 3

ea oi a-e i-e o-e u-e  
aw are ur er ow ai oa  
ew ire ear ure au e-e ue ie  
ph wh kn tious tion cious

### Orange Group

spark porch pair house  
joy dirt

norg ouf firb stoy

### Yellow Group

looking sunlight often himself

pellin lobbox shorg parfop

### Blue Group

beak soil shake inside  
throne rule

fleach joip grafe stime  
doke vuke

### Grey Group

drawn stare surf flower  
crowd again coast threw  
retire spear secure

zewn orper choag zaip  
kear leckom

### Orange Group

rest smell throw play  
feel food when from

### Yellow Group

high hair night sleep  
boy quick little think  
know smart

### Fluency Passages

#### Blue Group

Then Mum dumps the baby on my knee, so she can wash up the lunch dishes. The next thing is, it's sick on the sheep bib, or it wees on my best combats! I ask Mum, do we have to keep it?

My sister Sheena (she's sixteen) is just a creep. She gives the baby a big sloppy kiss, then mops it up with a flannel, and puts it in its buggy.

We set off along Fleetwood Street. Sheena wheels the buggy.

#### Grey Group

We will have a strong, handsome son. His hair will be as black as midnight, and his lips as red as a sunset. He will sleep between cool satin sheets in a carved bed, with the softest pillows.

This boy will have lots of books and toys, but I will not spoil him. He will be as good as gold, and will bring us much joy.

We will play together as dad and son. We will play fight with pointed swords and sticks like this! Oi! Oi!

11  
22  
35  
42  
52  
65  
72  
80  
82

12  
25  
36  
38  
51  
64  
66  
78  
87

# Practise

Paper copy of the book sent home after the third read.



Linked texts on a Friday

Sharing books – to be read by the adult – creates a love of stories and language



Each book should be read at least 3 times for accuracy, fluency and comprehension.

# COMPREHENSION

Context-prior knowledge and contextual information

Vocabulary

Prediction

Fluency

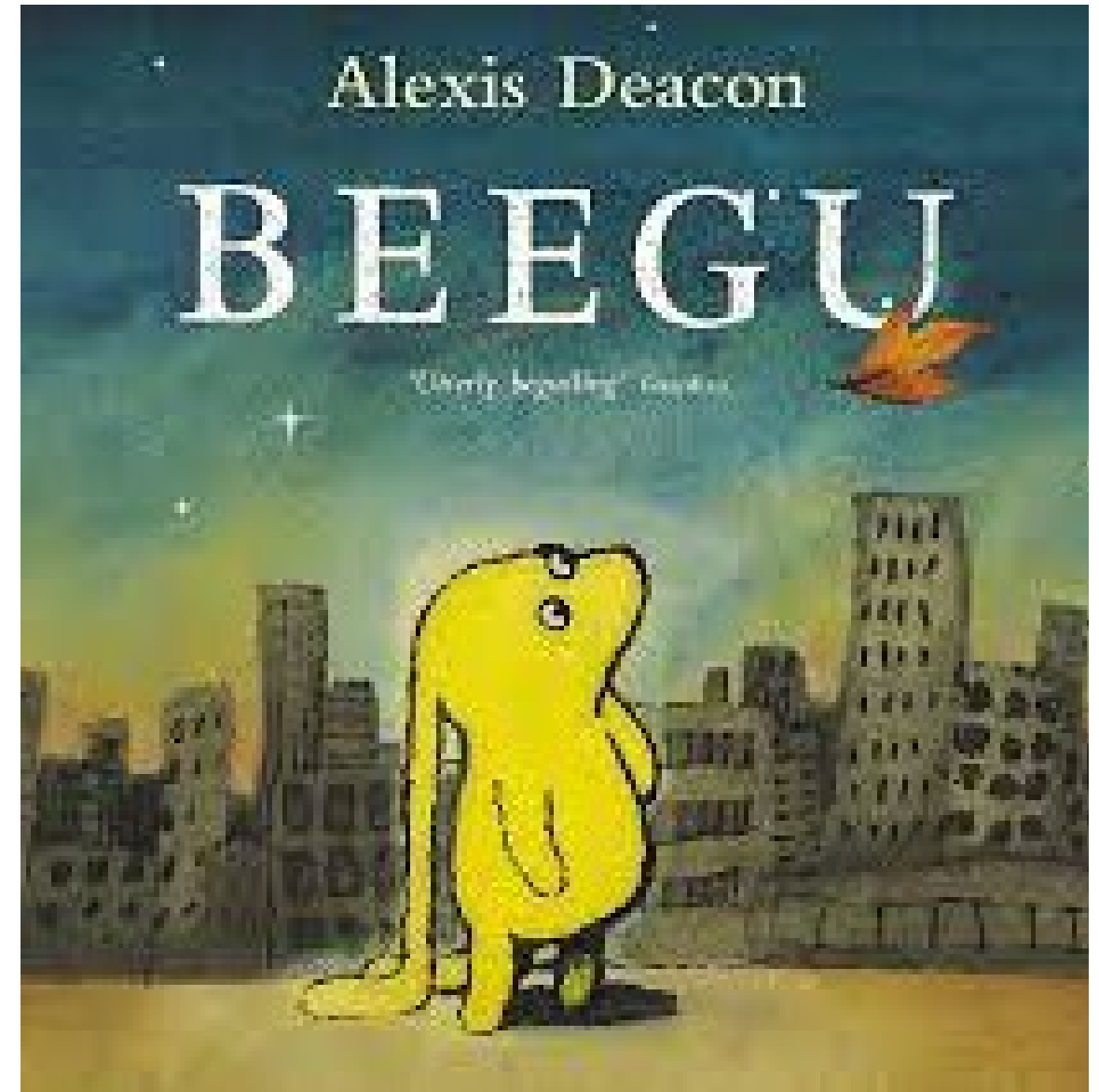
Retrieval

Response-drama, art etc

Book talk - inference

Summarising

Evaluating





# READING FOR PLEASURE

Year 1- RWI  
storybook + sharing  
books

Year 2-RWI storybook  
+ sharing book if still  
on RWI OR white  
Accelerated Reader  
books (BL 3-3.9)

Year 3-sharing book  
if still on RWI OR  
white/red (4-4.5)  
Accelerated Reader  
books

Year 4-Fresh Start  
anthology + sharing  
book OR red  
Accelerated Reader  
book (4.5-4.9)

Year 5-Fresh Start  
anthology + sharing  
book OR red/orange  
(5-5.5) Accelerated  
Reader book

Year 6-Orange (5.5-  
5.9)/pink (6-6.9)  
Accelerated Reader  
book

# READING ASSESSMENT

Baseline in EYFS

Good Level of Development at end of EYFS (word reading + comprehension)

Y1 Phonics Screening Check

Termly reading assessments

Year 6 Reading SATs

RWI assessments





# READING INTERVENTION

- 1:1 phonics
- Fresh Start
- 1:1 or small group – fluency intervention
- 1:1 or small group intervention - comprehension



# Recommended Reads

## Books for Topics

## Love Reading 4 Kids

## Book Trust

## National Literacy Trust

## Oxford Owls

### 50 Recommended Reads for ...

#### Year 3

(ages 7-8)

Which ones have you read?



 <input type="checkbox"/> <b>The Mammoth Adventure</b> Philippa Gregory & Chris Chatterton	 <input type="checkbox"/> <b>Varjak Paw</b> S.F. Said & Dave McKean
 <input type="checkbox"/> <b>The Worst Witch</b> Jill Murphy	 <input type="checkbox"/> <b>The Iron Man</b> Ted Hughes & Chris Mould
 <input type="checkbox"/> <b>Charlotte's Web</b> E.B. White	 <input type="checkbox"/> <b>Pizzaz vs Everyone</b> Sophy Henn
 <input type="checkbox"/> <b>The Creakers</b> Tom Fletcher & Shane Davies	 <input type="checkbox"/> <b>A Rabbit Called Clover</b> Helen Pitters & Ellie Snowden
 <input type="checkbox"/> <b>Kitty Quest</b> Phil Corbett	 <input type="checkbox"/> <b>Dog Man</b> Dav Pilkey
 <input type="checkbox"/> <b>Mayor Bunny's Chocolate Town</b> Elys Dulan	 <input type="checkbox"/> <b>The Three Billy Goats Gruff</b> Mat Barrett & Jim Klassen
 <input type="checkbox"/> <b>Charlie Changes Into A Chicken</b> Sam Copeland & Sarah Horne	 <input type="checkbox"/> <b>Sheep School</b> Ross Montgomery & Marisa Morea
 <input type="checkbox"/> <b>Game On, Super Rabbit Boy</b> Thomas Filtham	 <input type="checkbox"/> <b>Faruq and the Wiri Wiri</b> Sophia Payne & Sandhya Prabhu
 <input type="checkbox"/> <b>My Encyclopedia of Very Important Sport</b> DK	 <input type="checkbox"/> <b>Armstrong</b> Torben Kuhlmann
 <input type="checkbox"/> <b>Leonora Bolt</b> Lucy Brandt & Gladys Jose	 <input type="checkbox"/> <b>The 13-Storey Treehouse</b> Andy Griffiths & Terry Denton
 <input type="checkbox"/> <b>Selfies with Komodos</b> Brian Moses & Ed Boxall	 <input type="checkbox"/> <b>The Nothing to See Here Hotel</b> Steven Butler & Steven Lenton
 <input type="checkbox"/> <b>The Puffin Keeper</b> Michael Marjago & Benji Davies	 <input type="checkbox"/> <b>Yapping Away</b> Joshua Seegal & Sarah Horne
 <input type="checkbox"/> <b>A Wild Child's Book of Birds</b> Dara McAnulty & Berry Falls	 <input type="checkbox"/> <b>Red Panda Rescue</b> Jess Butterworth & Kirsti Beautyman

### 50 Recommended Reads for ...

#### Year 3

(ages 7-8)



 <input type="checkbox"/> <b>Harley Hitch and the Fossil Mystery</b> Vicky Hardy & George Emos	 <input type="checkbox"/> <b>Courage Out Loud</b> Joseph Coelho & Daniel Goy-Burnett
 <input type="checkbox"/> <b>A Day in the Life of an Astronaut, Mars and the Distant Stars</b> Mike Burfield & Jess Bradley	 <input type="checkbox"/> <b>Professor Astro Cat's Frontiers Of Space</b> Dominic Walliman & Ben Newman
 <input type="checkbox"/> <b>The Beach Puppy</b> Holly Webb & Ellie Snowden	 <input type="checkbox"/> <b>Dragon Storm</b> Alistair Chisholm, Eric Deschamps & Ben Hartle
 <input type="checkbox"/> <b>Salah Rules</b> Simon Mugford & Dan Green	 <input type="checkbox"/> <b>Leon And The Place Between</b> Angela Haskeller & Grahame Sabar Smith
 <input type="checkbox"/> <b>Interview with a Shark &amp; Other Ocean Giants Too</b> Andy Seed & Nick East	 <input type="checkbox"/> <b>A Monster Ate My Parked Lunch</b> Pamela Bulchut & Thomas Flinham
 <input type="checkbox"/> <b>After The Fall</b> Dan Sebby	 <input type="checkbox"/> <b>Atlas Of Adventures</b> Lucy Letherford
 <input type="checkbox"/> <b>The Street Beneath My Feet</b> Charlotte Guillen & Yusef Zomer	 <input type="checkbox"/> <b>The Boy Who Grew Dragons</b> Andy Shepherd & Sara Ogilvie
 <input type="checkbox"/> <b>Egypt Magnified</b> David Long & Harry Bloom	 <input type="checkbox"/> <b>The Wild Robot</b> Peter Brown
 <input type="checkbox"/> <b>Ocean Meets Sky</b> The Fun Brothers	 <input type="checkbox"/> <b>Arthur and the Golden Rope</b> Joe Todd-Stanton
 <input type="checkbox"/> <b>Pugs of the Frozen North</b> Philip Reeve & Sarah McIntyre	 <input type="checkbox"/> <b>Up Close</b> Isabel Thomas & Dawn Cooper
 <input type="checkbox"/> <b>Mr Dog and the Kitten Catastrophe</b> Ben Fogle, Steve Cole & Nicolas Jir	 <input type="checkbox"/> <b>Libby And The Parisian Puzzle</b> Jo Clarke & Becca Moor
 <input type="checkbox"/> <b>Suzie Saves the Universe</b> Katie Tsang, Kevin Tsang & Amy Nguyen	 <input type="checkbox"/> <b>Rainforest Warrior</b> Anita Geart & Margina Carpenter

Find more booklists for primary schools at  
[booksfortopics.com](http://booksfortopics.com)



Scan the QR code to visit the list online



# SUPPORTING YOUR CHILD'S READING

Be a reading model

Make it a special time

Make it regular

Have fun-do the voices and faces!!!

Encourage your child use their phonics to read unfamiliar words

Reread sentences (you as the expert followed by the child)

Practice and perform small parts to build accuracy and fluency

Link what they read to their everyday lives and experiences as well as other books

Talk about what you've read – basic questions and deeper level questions

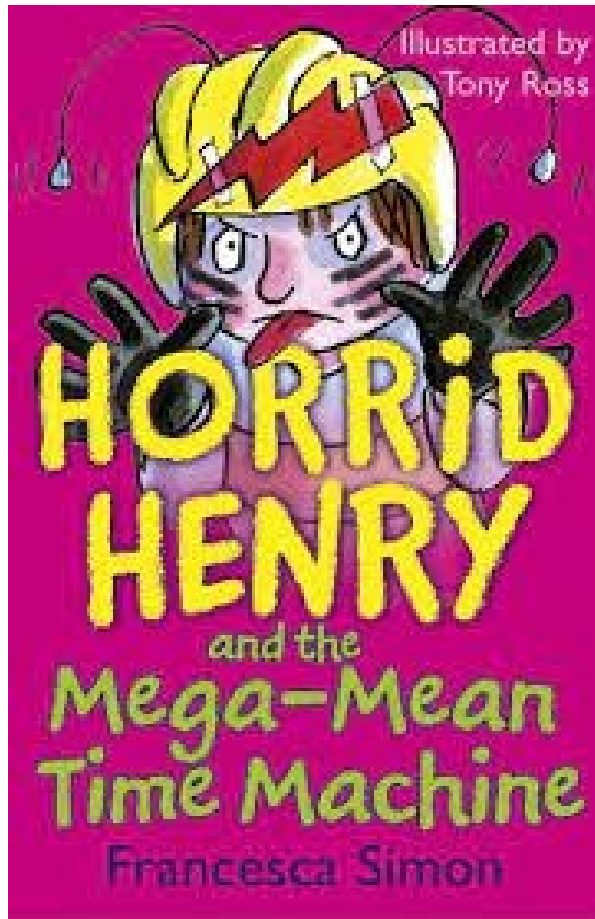
Discuss opinions and preferences

Broad reading diet – magazines, poetry, blogs, non-fiction as well as stories



# YEAR 2

Short chapter books



Horrid Henry looked out of the window. AAARRRGGGHHH! It was a lovely day. The sun was shining. The birds were tweeting. The breeze was blowing. Little fluffy clouds floated by in a bright blue sky.

Rats.

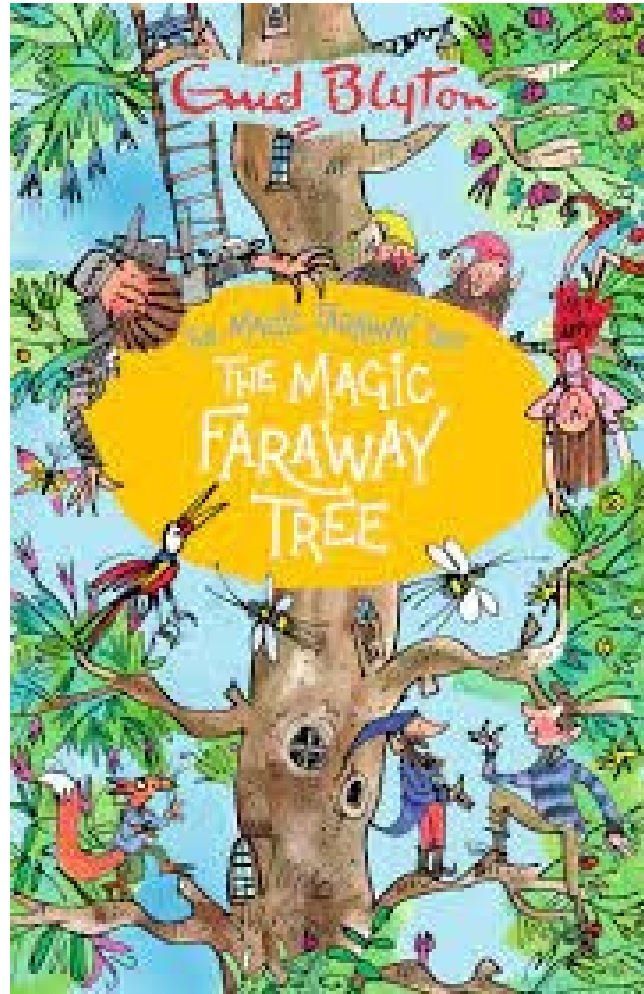
Why couldn't it be raining? Or hailing? Or sleeting?

Any minute, any second, it would happen...the words he'd been dreading, the words he'd give anything not to hear, the words –

‘Henry! Peter! Time to go for a walk,’ called Mum.



## YEAR 3



Once upon a time there were three children, Joe, Beth and Frannie. They lived with their mother and father in a little cottage deep in the country. They had to help their parents both in the house and in the garden, as there was lots to do.

Now, one day their mother had a letter. She didn't very often have letters, so the children wondered what it was about.

'Listen!' she said. 'This is something quite exciting for you. Your cousin Rick is coming to stay with us!'

'Ooh!' said all the children, pleased. Rick was about the same age as Joe. He was a happy boy, rather naughty, and it would be such fun to have him.

'He can sleep with me in my little bedroom!' said Joe. 'Oh, Mother, what fun! When is he coming?'

'Tomorrow,' said Mother. 'You can put up a little bed for him, and you must make room for Rick's things in your cupboard. He is going to stay quite a long time, because his mother is ill and can't look after him.'

The three children flew upstairs to get Joe's room ready for Rick as well.



# YEAR 4

The house wasn't nearly large enough for so many people, and life was extremely uncomfortable for them all. There were only two rooms in the place altogether, and there was only one bed. The bed was given to the four old grandparents because they were so old and tired. They were so tired, they never got out of it.

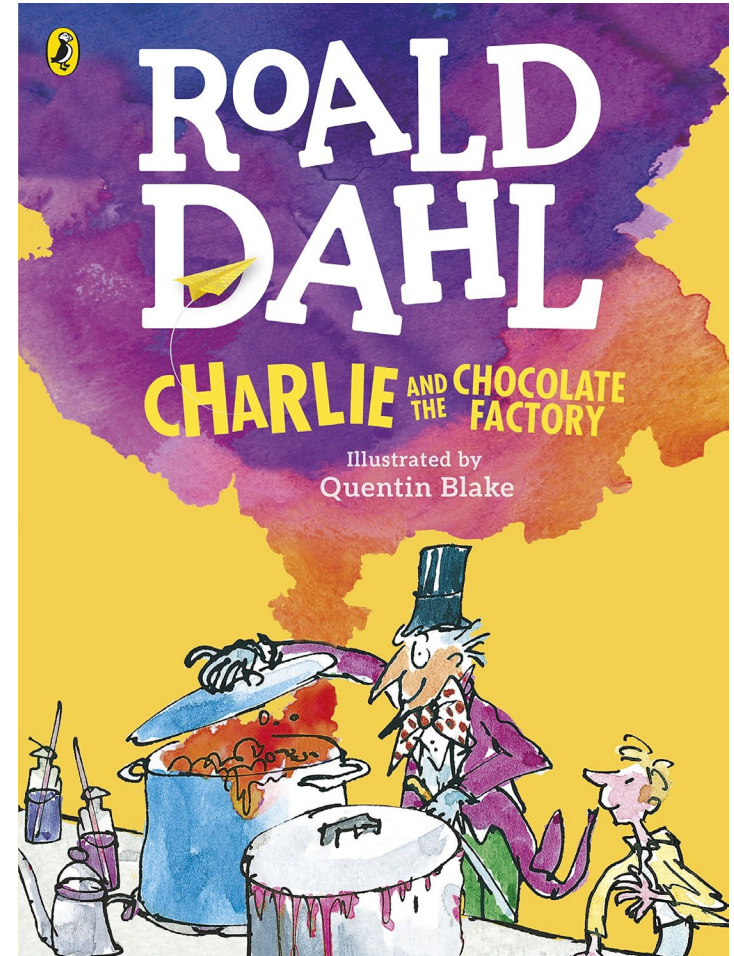
Grandpa Joe and Grandma Josephine on this side, Grandpa George and Grandma Georgina on this side.

Mr and Mrs Bucket and little Charlie Bucket slept in the other room, upon mattresses on the floor.

In the summertime, this wasn't too bad, but in the winter, freezing cold draughts blew across the floor all night long, and it was awful.

There wasn't any question of them being able to buy a better house – or even one more bed to sleep in. They were far too poor for that.

Mr Bucket was the only person in the family with a job. He worked in a toothpaste factory, where he sat all day long at a bench and screwed the little caps on to the tops of the tubes of toothpaste after the tubes had been filled. But a toothpaste cap-screwdriver is never paid very much money, and poor Mr Bucket, however hard he worked, and however fast he screwed on the caps, was never able to make enough to buy one half of the things that so large a family needed. There wasn't even enough money to buy proper food for them all. The only meals they could afford were bread and margarine for breakfast, boiled potatoes and cabbage for lunch, and cabbage soup for



He edged forward, his heart racing. When he was close enough, he reached out a trembling hand and slowly ... gently ... touched the material.

A burst of red velvet, the sound of flapping wings, and two silver birds exploded from behind the curtain. Daniel ducked and spun, and the birds flew across the store and landed on a column of stacked books.

They were magpies. But they were like no magpies Daniel had ever seen.

They were made of brilliant, gleaming silver.

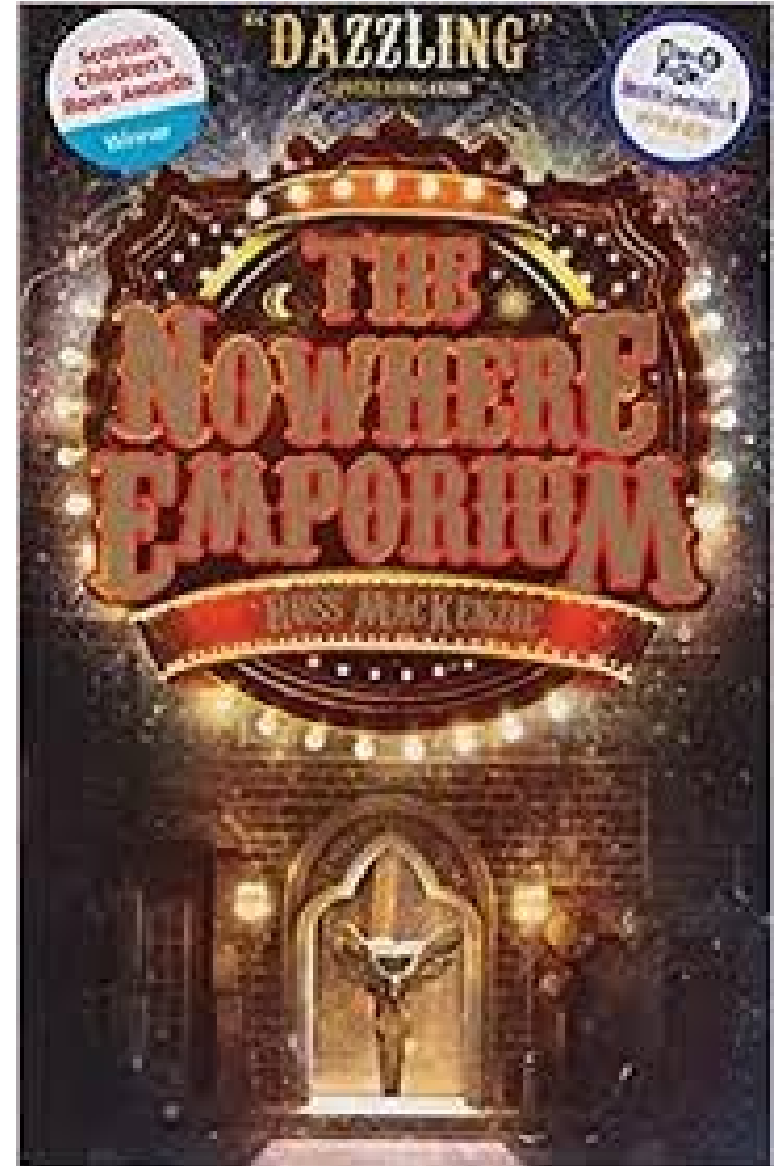
Every feather, delicate as a shaving of ice, reflected the flames of the coal fire. The silver magpies fixed him with shining ruby eyes, twitched their heads to one side.

"How?" whispered Daniel, treading softly towards them, though they did not shy away as he advanced. When he was close enough, he reached out a hand. "Are you real?"

His fingers touched upon the cool silver of one of the magpie's wings. The bird let out an indignant call and flapped away, leading its twin back towards the curtain. But when they reached the rich red velvet, the birds did not fly through. Instead, they exploded with a flash, and a shower of rubies rained down on the shop floor.

Daniel's mouth hung open.

"What's going on out there?" came the shop owner's voice from behind the curtain. "What was that sound? Nothing had better be damaged!"



## YEAR 6

The silver airship shrunk away, but within seconds she'd swung around to follow. She began closing in once more; her propellers chopping through the clouds, throwing dark shadows across their stern. When the two airships broke into a patch of blue, she fired.

A harpoon slashed across the sky and thudded into *Dragonfly's* hull, the point piercing her port side.

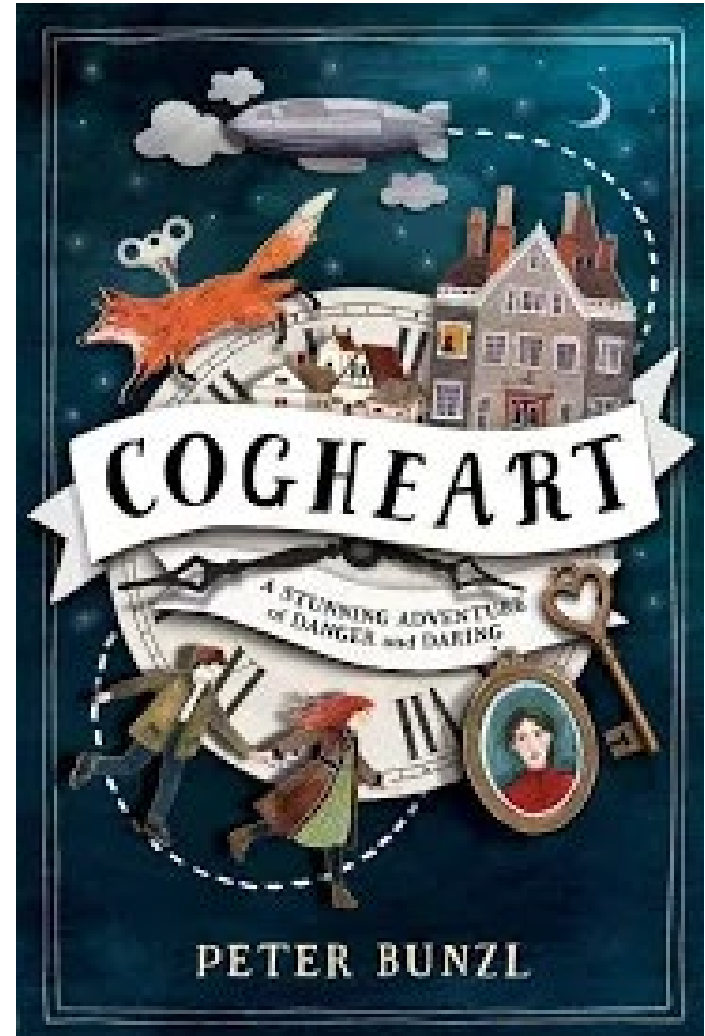
*Thud!* Another harpoon speared into the stern.

Malkin let out a bark of alarm as a stench of burning gas filled the flight deck, and the needles in the rows of instrument panels flickered into the red danger zones. Over the whine of their stalling engines, the crackle of straining steel cables could be heard. The silver airship had begun to pull them in.

John locked *Dragonfly's* wheel, and engaged her autopilot. He threw open the cockpit door and, with Malkin at his heels, dashed towards the engine room.

Pistons pumped, and crankshafts turned at full power, while the cabin juddered and shook. In the centre of the floor, a metal egg-shaped pod sat among a tangle of pipes.

John threw open its door. "No room for both of us," he said. "You go, Malkin."





## New Year festivals

New Year festivals celebrate the end of one year and the beginning of the new one.

### Hogmanay

In Scotland, people call the New Year festival Hogmanay and they celebrate it on the last day of the year. At Hogmanay, there are dazzling firework displays and lots of singing and dancing.

### Chinese New Year

The Chinese New Year festival is celebrated on the first day of the new year in the traditional Chinese calendar. This day changes every year but it is always in January or February.

At Chinese New Year, people celebrate with music and dancing. They often have wonderful parades. In the parades, huge puppets move through the streets and people wave colourful flags. The most impressive puppet is the dragon. In Chinese legends, dragons are friendly and bring good luck. In the parades, the dragon puppet always comes last.

After the parades, people let off firecrackers (noisy fireworks). Everyone has fun!

## Flower festivals

Flower festivals are held all over the world in spring and summer. They usually celebrate the arrival of spring and the new flowers that grow.

In a country called the Netherlands, people decorate boats and lorries (called floats) with tulips and other flowers. The Netherlands is famous for its tulips.

In a country called Italy, people make huge carpets of flowers in the streets. The flowers stay in place for days or even weeks. At the end of the festival, children are allowed to play in the flowers.



a Chinese dragon puppet



a street covered in flowers



Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
Hogmanay is a Scottish festival.		
In Jersey, people make carpets of flowers in the streets.		
In England, Harvest Festival takes place in April.		
Before the Chinese New Year parade, people celebrate with firecrackers.		

6 How do people in Italy celebrate their festival?

Tick **one**.

use tulips to decorate boats

cover the streets with flowers

make giant models of animals

have a firework display

# Y2 SATS STYLE QUESTIONS (17)

page 7

Circle **one** word that shows William felt sorry for the tree.

*William just stood and looked at the poor old tree.*

What **two** things can you see at **both** the Chinese New Year and Hogmanay festivals?

1. \_\_\_\_\_

2. \_\_\_\_\_

# A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.



The extract you have read is the beginning of a longer story.

Which of these is **most likely** to happen next?

Tick **one**.

Penelope will forget all about the lady.

Penelope's mother will ask lots of questions about the lady.

Penelope will try to find out about the lady.

Penelope and her mother will search the house for the lady.

1 mark

Think about the whole text.

How is a mysterious atmosphere created?

Give **two** ways, using evidence from the text to support your answer.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

