

Development of Reading (Decoding) at George Spicer Primary School

	Summative Score	Phonics Level/Strategies	Tricky Words (should be learnt by sight reading)	Reading Strategies
White and Lime Book Band	2.5-3.1	Continue to consolidate all phonics phases.		Read with fluency Apply Phase 3/4/5 phonics consistently.
Gold Book Band	2.3-2.4	When teaching gold, white and lime, children should be able to apply all phonics phases within their reading with fluency.		Read with fluency Apply Phase 3/4/5 phonics consistently.
Purple Book Band	2.1	Phase 6 introduced: Children are taught to read words with suffixes: -ing, -ed, est, -y, -es, verbs ending in y, -ment, -ness, -ful, -less and -ly. Also words ending in -tion, -le, -el, -al, -il. Common exceptions, eg: letter strings: using 'or' or 'ar' after w. (in words such as warm).		Read with fluency Apply Phase 3/4/5 phonics consistently.
Turquoise Book Band	1.6-2.0	Continue to consolidate high frequency words within reading and phonics phases previously taught.		Read with fluency Apply Phase 3/4/5 phonics consistently. Stopping children after reading a page and asking a question about what they have read.
Orange Book band	1.4-1.5	At this stage, children should be fully secure with phase 5 sounds. When reading orange and turquoise books children should be taught to read the 200 high frequency words by sight. Please see attached appendix at the bottom of this document.		Read with fluency Apply Phase 3/4/5 phonics consistently.

		When children reach purple level, introduce the phase 6 sounds using the high frequency word list. This is not an exhaustive document, there are other phase 6 sounds children will be taught.		
Green Book Band	1.3	Consolidate phase 5 sounds and focus on reading these sounds with fluency.		Read with fluency Apply Phase 3 phonics consistently
Blue Book Band	1.1-1.2	Phase 5 sounds introduced: ay, ou, ie, ea, oy, ir, ue, aw, ph, wh, ew, oe, au, ey, e-e, a-e, i-e, o-e, u-e	Phase 5: oh their people Mr Mrs looked called asked could	Read with fluency Apply Phase 3 phonics consistently
Yellow Book Band	0.5-0.6	Yellow books continue to focus on phase 3 phonics sounds and tricky words. This is an opportunity to fully consolidate these sounds and blend with fluency. Children should begin to read some phase 3 words by sight, without having to re-read the sentence to make sense of it. Children should be able to blend phase 4 consonant cluster sounds, these should not be taught using flashcards, as they should recognise the phase 3 sounds and begin blending with fluency. EG: words such as scrap, flat, clamp . Again with phase 5 words, these words should be taught when addressing the key vocabulary.	Phase 4: said have like so do some come little one were there what when out	Read with fluency Apply Phase 4 phonics consistently
Red Book Band	0.3-0.4	Some red books may feature elements of phase 5 phonics, however this would be a teaching point because they are not expected to know these sounds at this stage. Often phase 5 words are repeated throughout the text, so the children can learn these words with appropriate teaching of key vocabulary.	Phase 3: he she we me be was	Point to the words as they read Sound out and blend all words as they read Be able to talk about the pictures and book

		<p>Red books should have a focus on the phase 3 sounds:</p> <p>Set 6: j, v, w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>you they all are my her</p>	
<p>Pink Book Band</p>	<p>0.1-0.2</p>	<p>Phase 1- Children reading pink books should be able to talk about the story/illustrations and make connections drawing on own life experiences. They should be able to orally blend phase 2 sounds when modelled by an adult. For example, c-a-t and find the picture of a cat to match.</p> <p>Children should be confident in recalling all phase 2 sounds</p> <p>Set 1: s, a, t, p.</p> <p>Set 2: i, n, m, d.</p> <p>Set 3: g, o, c, k.</p> <p>Set 4: ck, e, u, r.</p> <p>Set 5: h, b, f, ff, l, ll, ss</p>	<p>Phase 2:</p> <p>I the no go to into</p>	<p>Hold book the right way up Turn pages from right to left Be able to talk about the pictures and book Look at text from left page then right page Point to the words as they read Sound out and blend all words as they read</p>