



Phonics, Spelling and Reading



Phonics

“

**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



What is phonics?



“

Phonics is:

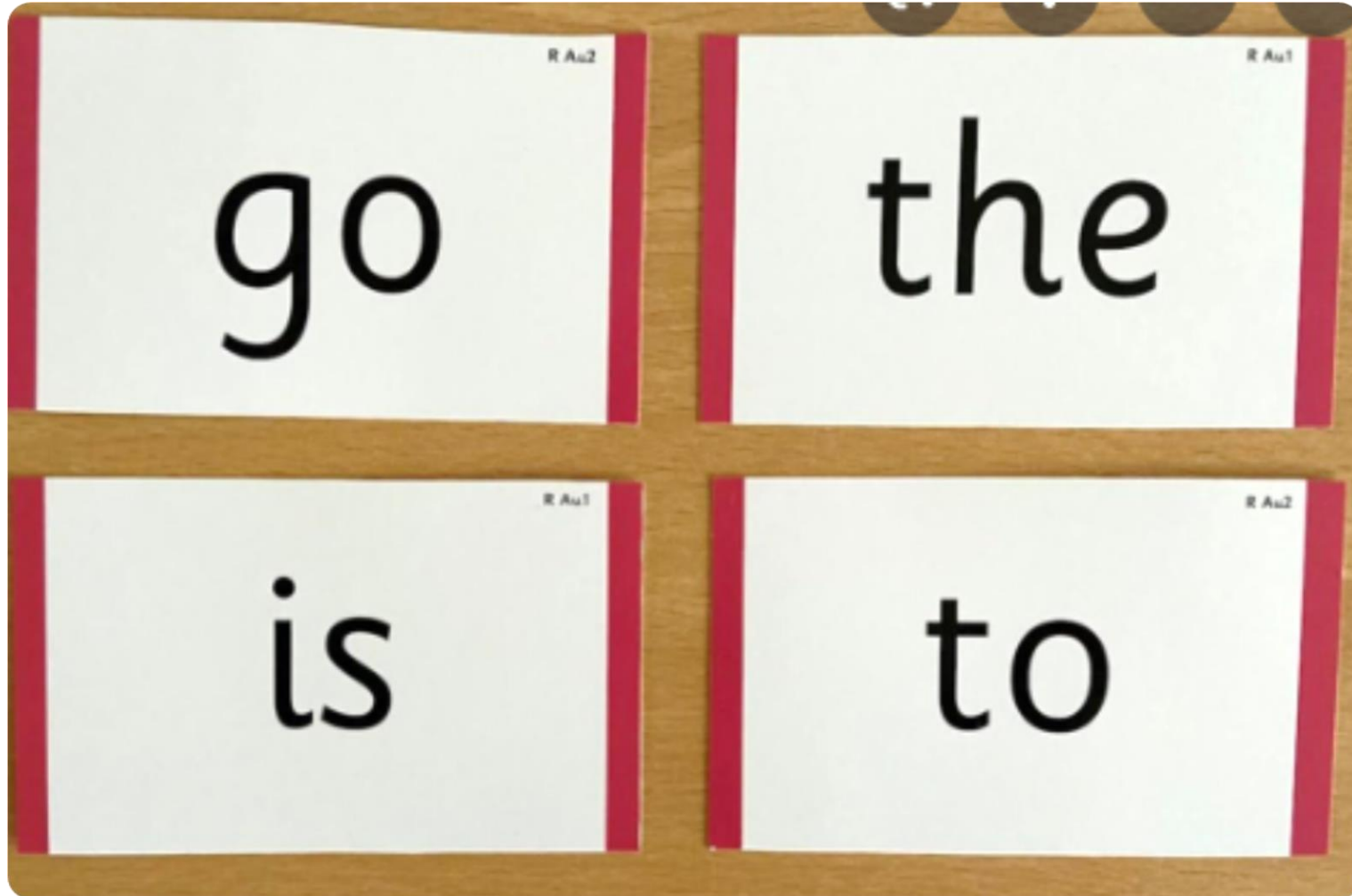
**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

How often do we teach phonics?

- Everyday for 20-30 minutes for children in Reception and Year 1
- Fives phases from Reception to the end of Year 1
- Some children beyond Year 1 will continue to have regular phonic sessions

Tricky words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



Phonemes and Graphemes

- A phoneme can be represented/spelled in more than one way (c**a**t, k**e**nnel, c**h**oir)
- The same grapheme may represent more than one phoneme (m**e**, m**e**t)

Supporting your child with phonics

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in
Reception Autumn 1**

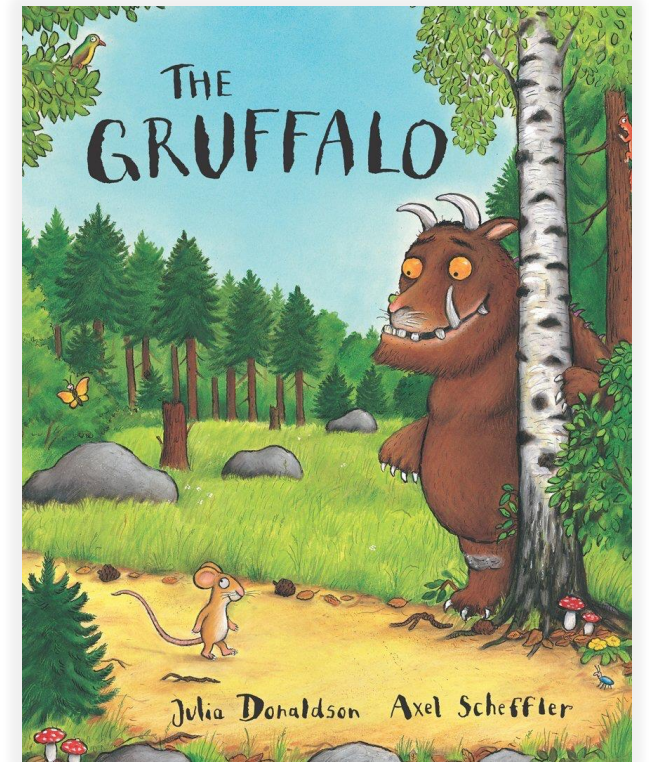
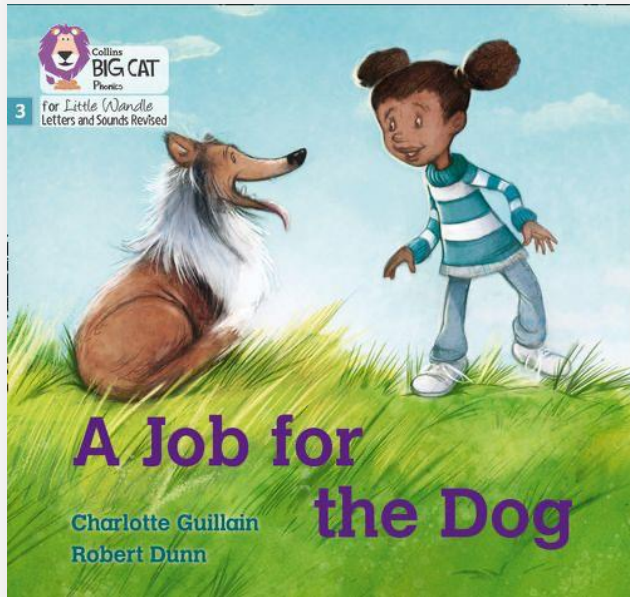


**Phase 2 sounds taught in
Reception Autumn 2**



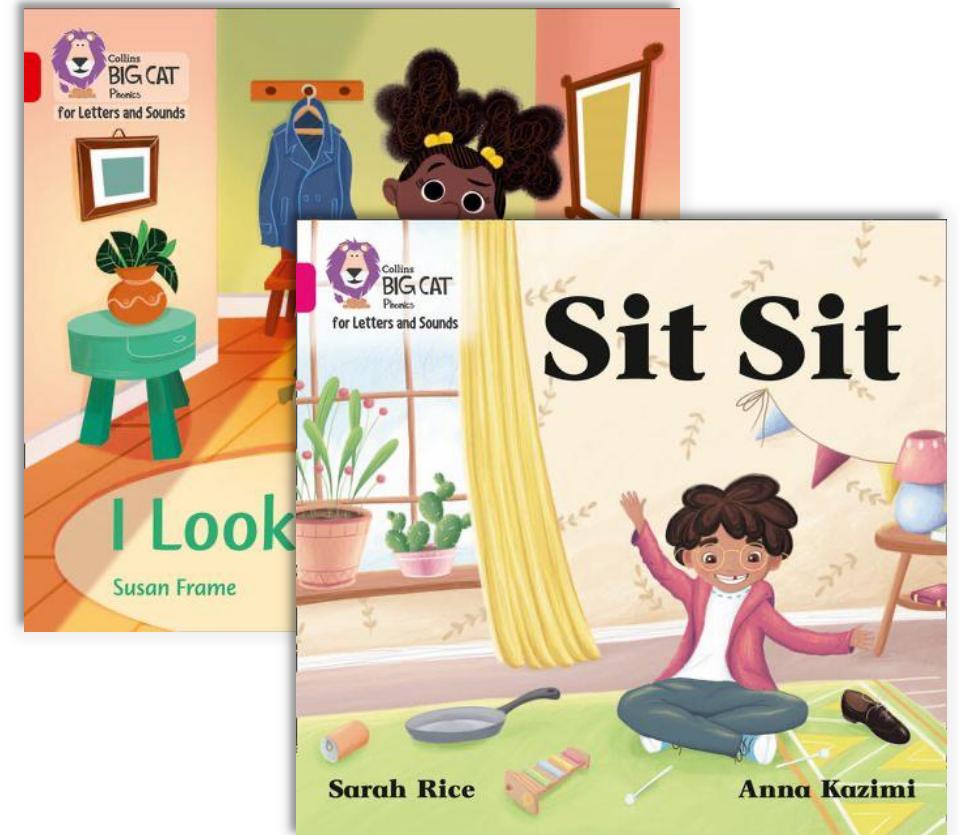
**Phase 3 sounds taught in
Reception Spring 1**

Books going home



Listening to your child read their phonics book

- Aim to hear your child read at least 5 times a week.
- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child

The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”

































Key Stage 1

Phonics, Reading, Spelling, Handwriting

Grow the code grapheme mat

Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Phonics in Year 1

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.










Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe





How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
	Show me your teeth to make a rrrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press ttttt ttttt	le al
	Pucker your lips and show your teeth; use your tongue as you say jjj	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound vvvvv vvvvv	ve

Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e elgh algh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	le i i-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Supporting phonics at home

- Play 'I spy'
- Play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading
rain = r-ai-n segmenting for spelling
- Help your child learn their spellings (play dough, paint, posters, water, pasta, sand)
- Spot graphemes in books
- Praise your child for trying out words and value their use of their phonic knowledge
- Help your child learn the tricky words by playing games eg pairs
- Look for phonic games
- Play pairs with words and pictures

Year 2

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Spelling

- Say the word
- Segment the sounds
- Count the sounds
- Write them down.



Tricky Words / Common Exception words


- Words that are not phonically decodable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes
e.g. out, there


Common exception words in Key Stage 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Strategies for Learning Spellings

<p>Keep Copying</p> <p>Write your words out three times each. Use different colours if you want to.</p> <p>spelling spelling spelling</p>	<p>Make the Headlines</p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> 	<p>Build a Pyramid</p> <p>Make a pyramid using the letters in your words.</p> <p>w wo wor word words</p>
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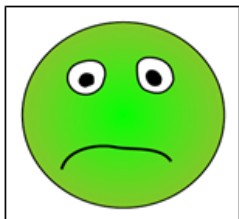
<p>Create with Colour</p> <p>Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <p>spelling spelling</p>	<p>Capital Idea</p> <p>Write your words three times, each in capital letters.</p> <p>SPELLING SPELLING SPELLING</p>	<p>Learn Your ABC</p> <p>Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <p>my words spelling spelling words my</p>
<p>Take a Test</p> <p>Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> 1. my 2. spelling 3. words 	<p>Picture This</p> <p>Include each of your words in a funny picture that makes you think of the word.</p> 	<p>Build a Sentence</p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p>One day a huge spelling monster came to my town and ate all the words!</p>

REMEMBER: Phonics is not the only thing needed to become a fluent reader and writer.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions and talk about the book.

And most importantly ENJOY READING!



I



don't like

L.I. To respond to a text

I can relate what I've read to other books

I can relate what I've read to my own experience

I can ask questions

I can explain why

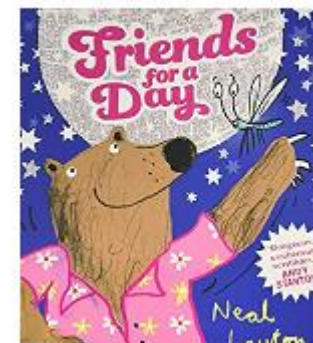
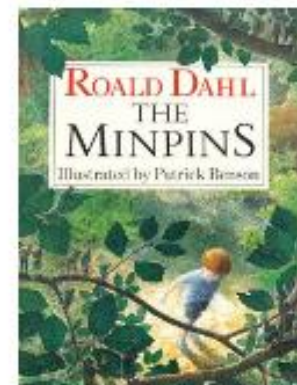
I say what I like and don't like.



I



like



This



reminds



me

 \angle

of



I



wonder

?

why



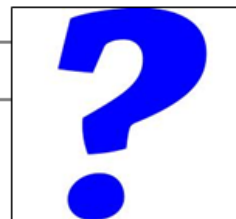
who



what



when



We use assessment to match your child the right level of book

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Year 1 Questions for Reading Bookmark

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think....?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Read to your child

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Handwriting

Letter families

Curly caterpillar letters – **c, a, d**

Ladder letters – **l, i, u, t**

One-armed robot letters – **n, m, h**

Zig-zag monster letters – **z, v, w, x**



Key Stage 2

Phonics, Spelling, Reading, Support

Phonics Rapid Catch-up



Introducing Little Wandle Rapid Catch-up for age 7+

We urgently need to teach any child who cannot read in Year 2 or above.

Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible.

Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. This quote from the Reading framework (2021) makes it clear why this is so important:

Phonics Rapid Catch-up



'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.'

Phonics Rapid Catch-up



Little Wandle Rapid Catch-up has been trialled in schools with high levels of EAL and Pupil Premium so that we can be sure that it provides the support needed to develop language alongside teaching reading words.

The programme has been developed to ensure plenty of repeated practice in blending, word reading and spelling in each lesson, using a range of activities such as **Change it**, **Match the words to the pictures** and **Mix it up**. Children also need to learn the meaning of the words that they read, which is why we provide simple definitions or contextualising sentences for words.

By the end of the programme children should be reading with enough fluency and accuracy to access the curriculum in class, and to read with enjoyment and understanding.

Phonics Rapid Catch-up



In order for children to make rapid progress, Rapid Catch-up phonics lessons must be timetabled three times a week. The lessons on days 1 and 2 will take 20 minutes each. For day 3, you will need to timetable a 10-minute phonics lesson and a 10- to 15-minute Reading practice session. (We recommend two short lessons/sessions but these could be combined if appropriate.) Lessons 4 and 5 will be short Reading practice sessions of 10 to 15 minutes each.

The three Reading practice sessions are essential so children have quality teaching of reading and time to apply their secure phonic knowledge in age-appropriate decodable books.

Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from days 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

KS2 Spelling

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5 and 6 Statutory Spellings

category	determined	forty	marvellous	programme	soldier
cemetery	develop	frequently	mischievous	pronunciation	stomach
committee	dictionary	government	muscle	queue	sufficient
communicate	disastrous	guarantee	necessary	recognise	suggest
community	embarrass	harass	neighbour	recommend	symbol
competition	environment	hindrance	nuisance	relevant	system
conscience	equipment	identity	occupy	restaurant	temperature
conscious	equipped	immediate	occur	rhyme	thorough
controversy	especially	immediately	opportunity	rhythm	twelfth
convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	interfere	persuade	secretary	vegetable
average	criticise	existence	physical	shoulder	vehicle
awkward	curiosity	explanation	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere
bruise	desperate	foreign	lightning	profession	sincerely

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

forgetting forgotten beginning beginner prefer preferred gardening gardener limiting limited limitation	myth gym Egypt pyramid mystery young touch double trouble country	disappoint disagree disobey misbehave mislead misspell inactive, incorrect	illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible	redo refresh return reappear redecorate subdivide subheading submarine submerge
interact intercity international interrelated supermarket superman superstar	antiseptic anticlockwise antisocial autobiography autograph information adoration sensation preparation admiration	sadly completely usually finally comically	happily angrily gently simply humbly nobly basically frantically dramatically	measure treasure pleasure enclosure creature furniture picture nature adventure
division invasion confusion decision collision television poisonous dangerous mountainous famous	various tremendous enormous jealous humorous glamorous vigorous courageous outrageous	serious obvious curious hideous spontaneous courteous	invention injection action hesitation completion expression discussion confession permission admission	expansion extension comprehension tension musician electrician magician politician mathematician
scheme chorus chemist echo character chef chalet machine brochure	league tongue antique unique science scene discipline fascinate crescent	vein weigh eight neighbour they obey	accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear heel/heal/he'll knot/not	mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's

vibrate

volume

high

vibration

pitch

low

vibrating

faint

loud

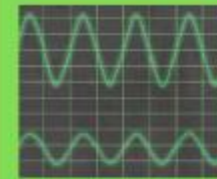
air

fainter

quiet

music
sound
volume
loud
quiet
travel

wave
ear
high
low
absorb
energy



amplitude



volume



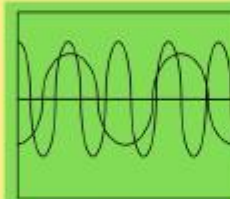
quiet



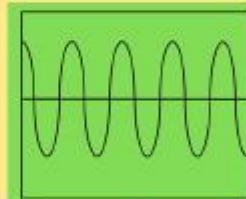
loud



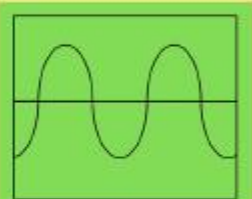
ear



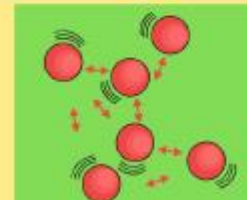
pitch



high



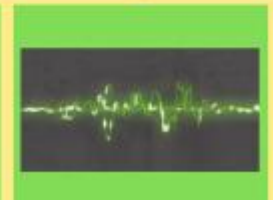
low



particles



instruments




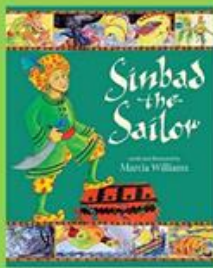
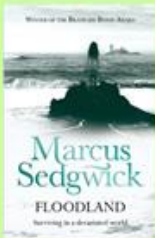

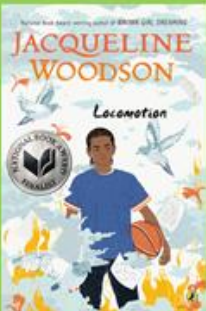
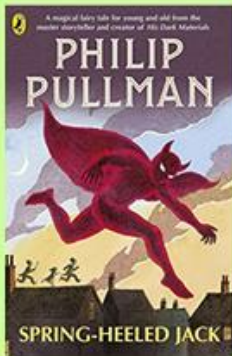
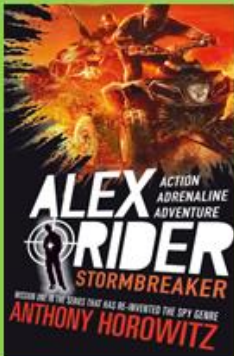

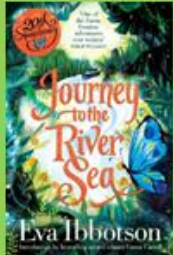



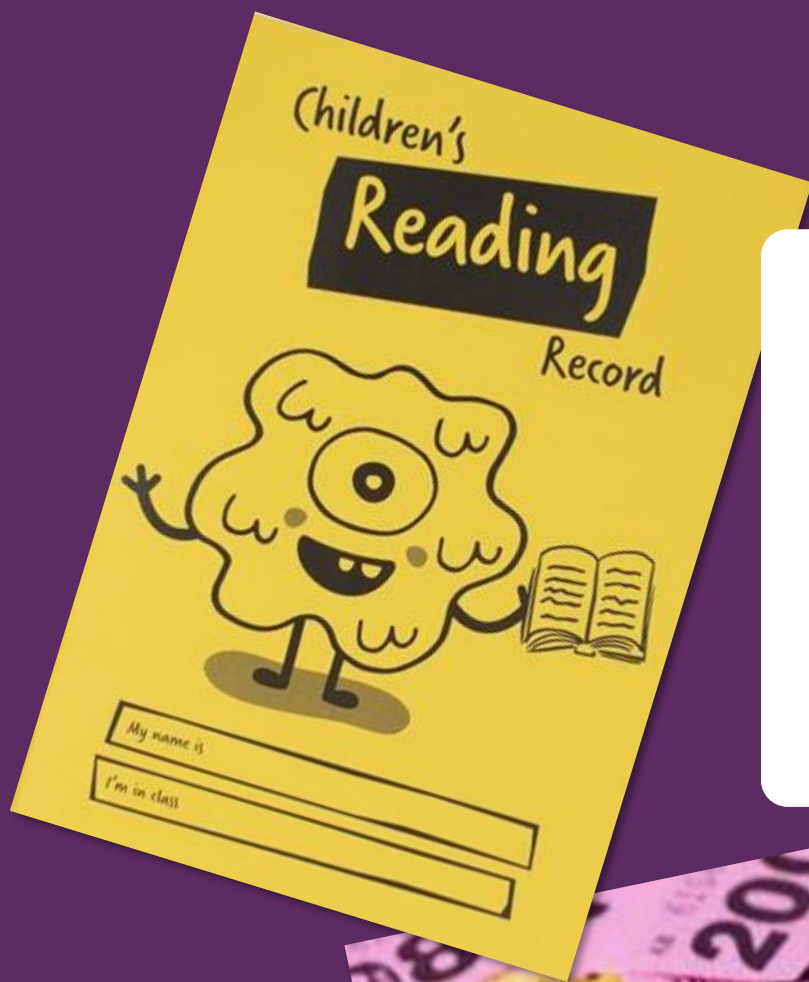
wave

Sapphire Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle 1	The Sound Collector  Leon and the Place Between by Angela McAllister	Meet the Flintstones  Maroo of the Winter Caves by Ann Turnbull	Romans  Escape from Pompeii by Christine Balit	Romans  The Roman Soldier's Handbook by Lesley Sims	Tales from Europe  Old Man of the Sea by Stella Elia	Much Ado About Nothing  A Stage Full of Shakespeare Stories by Angela McAllister
	Around the World  Gregory Cool by Caroline Binch	Conflict  Odd and the Frost Giants by Neil Gaiman	Legends  Mark of the Cyclops by Saviour Pirotta	Legacy  Beast Keeper by Lucy Coats	The Secret Garden  The Paradise Garden by Colin Thompson	It's Not Easy Being Green  The Paper Bag Prince by Colin Thompson

Rich Texts

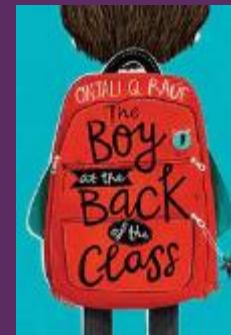
Rich Texts

Emerald Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle 1	Out of This World  Cosmic by Frank Cottrell-Boyce	The Great War (WWI)  Private Peaceful by Michael Morpurgo	The Home Front (WWII)  Goodnight Mr. Tom by Michelle Magorian	Journey to Mecca  Sinbad the Sailor by Marcia Williams	Sussex Landscape  Floodland by Marcus Sedgwick	Smugglers & Pirates  Treasure Island by Robert Louis-Stevenson
	The Amazing Americas  Locomotion by Jacqueline Woodson	Victorians  Spring-Heeled Jack by Philip Pullman	Secret Agents  Stormbreaker by Anthony Horowitz	Ancient Egyptians  Secrets of a Sun King by Emma Carroll	Journey to the River Sea  Journey to the River Sea by Eva Ibbotson	Freedom  Freedom (1783) by Catherine Johnson



Reading is a vitally important skill in developing every aspect of literacy. We build numerous opportunities to hear your child read throughout the school day in every lesson, including some one-to-one reading opportunities with those children who we feel would most benefit.

Thank you for your support with the monitored reading record booklets. We ask that your child reads at home at least 5 times a week but ideally every day. Please occasionally, as your child reads, ask them questions about what they have read, about what is inferred and gauge whether they can reflect on the author's purpose. In addition, please check that they understand the meaning of any unfamiliar or complex words. Each child will have a **Reading Question** prompts bookmark in their reading book so please use that for guidance and suggestions. Reading record booklets should be brought into school every day. Comments and observations will be noted, and/or responded to, as required.



BEFORE READING

What do you think this story is about?
Why do you think that?

Do you think this piece of text is
fiction or non-fiction? Why do you
think that?

What characters do you think might
be in the story?

What clues are in the title or any
pictures?

What do you already know about the
topic of this story?

Does the topic of this story remind
you of anything you have seen or
done before?



DURING READING

What will happen next in the story?
Why do you think that?

How do you feel about the main
character?

Are there any ways that you can identify
with any of the characters? Who?
Why/why not?

How do you think the story is going to
end?

How does this story connect with you
and your life?

Has anything like this ever happened to
you before?

What emotions do you think the main
character is feeling? Why?

Do you know someone in your life who
is like one of the characters? Who and
how?

How are you different to the main
character?

What pictures have you had in your
mind as you've been reading?

If you were in the story, what do you
think you would hear, taste, smell or
feel?

Can you put what you have read so far
in your own words?

AFTER READING

What is the main message of this
story?

What did you like or dislike about the
story?

What was the author's purpose? How
do you know this?

Was there a problem to be resolved in
the story? If so, how was it resolved?

Have your feelings about any of the
characters changed? How?

How did the story make you feel?

How would you feel if the problem in
the story happened to you?

Did you enjoy the story? Why/why
not?

Were you surprised by the ending?
Why/why not?

Would you recommend this story to
someone else to read? Why/why not?

If this story had a sequel, what do you
think it would be about?

What questions do you have for the
author?

Smart Questioning

Book Bands

Reading book bands were introduced as a way for schools to give children the opportunity to read a range of texts from a variety of publishers on their literacy journey.

Now, they're the most common system that's used by schools to assess a child's reading level in the UK, especially since the 2014 national curriculum no longer references reading levels.

Reading book bands are used from Reception all the way through to year 6, with the expectation that year 3 and beyond should be working towards stronger reading fluency.

These are the book bands for KS2. At the book bands Black, it's expected that children are super confident in their reading and require little help or guidance from an adult.

These are the expectations for the end of each year group			
Yr. Grp	Mid-year Colour Band		End of year Colour Band
2	Gold		White Lime
3	Lime	Brown	Brown
4	Brown		Grey
5	Grey		Blue
6	Blue		Red

Destination Reader



Destination Reader is a new approach to teaching reading in KS2. It involves engaging sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems.

The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing breadth of reading. Destination Reader also helps to build a culture of reading for pleasure and purpose.

Destination Reader also provides us with a toolkit for assessing children's reading levels and to monitor their progress effectively and in line with our book banding system.

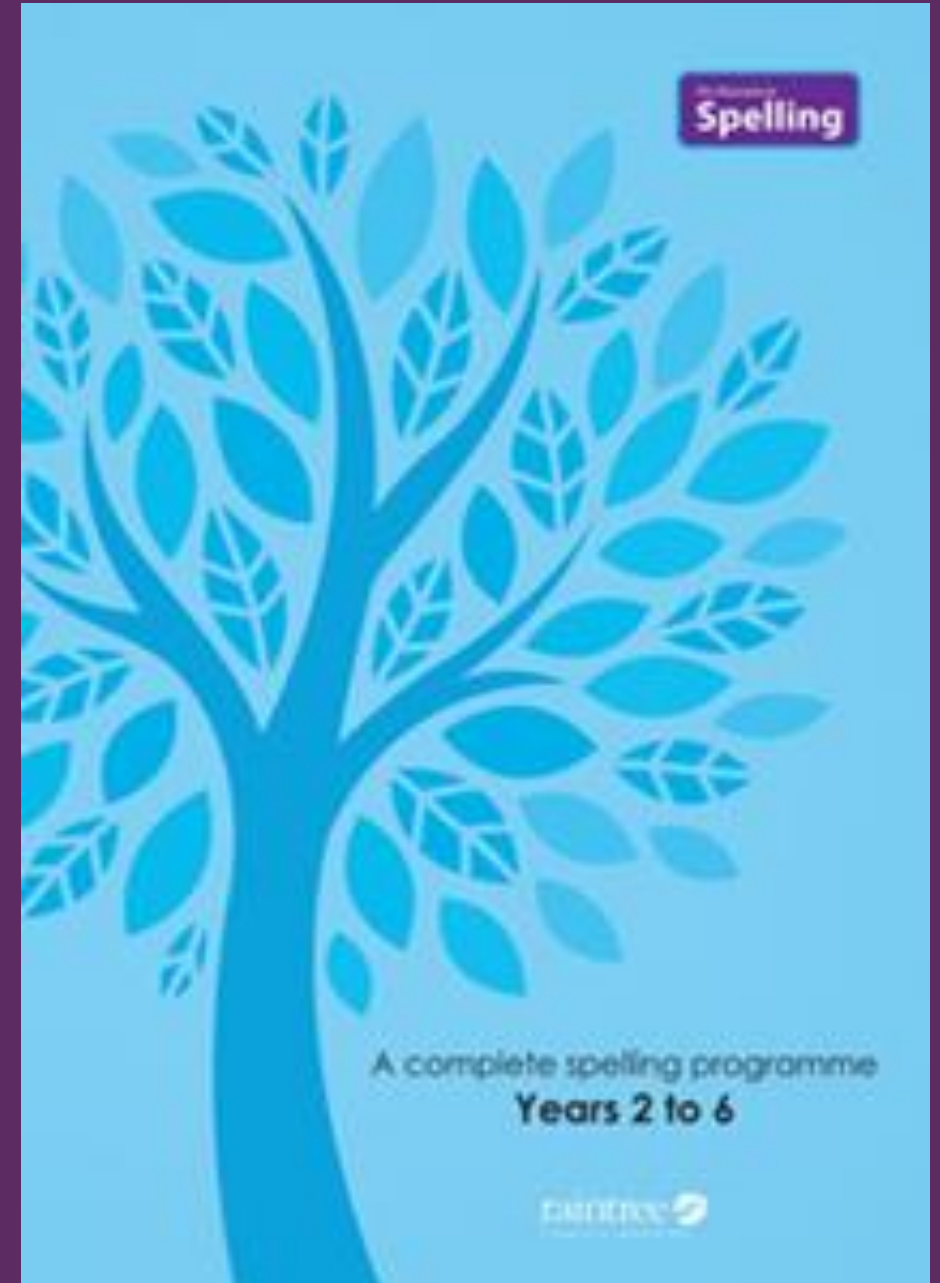
No Nonsense Spelling

Spelling should be taught, not caught - children need to learn spelling patterns and rules, statutory words, common exceptions and personal spellings. No Nonsense Spelling teaches spelling in a 'Little-but-often' structure which allows children to revisit and review, learn new strategies and apply.

A variety of strategies are suggested so that children with different learning styles can find out what works well for them. Handwriting activities are also included, to develop muscle memory of the spelling pattern.

The series has clear progression through each year from Year 2, and is helpful because it splits the work for Years 3 and 4, 5 and 6 into single year groups, building on previous learning.

Suggestions for homework are adapted for children to use range of strategies, and regular tests can be built in.



Any Questions?

