

Pink Reading Band

Your child is now reading phase two phonics books to match their current learning in school. They should be able to sound out most of the words in their reading book.

Phonics

In phase two, your child will learn the sounds that the following letters make:

s a t p i n m d o g c k e f g h l r u b d (ck, ss, ff, ll).

They may not have learnt them all yet and may need help remembering some.

Encourage your child to point to each word as they read them so that they don't lose track and learn to read from left to right.

When reading each word, encourage your child to sound out each word and blend it together, e.g. **c a t**

Tricky Words

Some words cannot be sounded out. These are called tricky words. Your child is currently learning these words and should be able to read them:

the, to, no, go, I, into.

If there are any words that your child cannot read then you can read it to them.

Understanding

Ask lots of simple questions to develop your child's understanding, e.g. What did they do at the beach?

Talk about the book and discuss what is happening to encourage enjoyment for reading and ensure they understand what they have read.

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Understanding

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Talk about the book and discuss what is happening to encourage enjoyment for reading and ensure they understand what they have read.

Red Reading Band

Your child is now reading phase three phonics books to match their current learning in school. They should be able to sound out most of the words in their reading book.

Phonics

In the beginning of phase three, your child will learn the sounds that the following letters make:

j, v, w, x, y, z, qu, ch, sh, ng.

They may not have learnt them all yet and may need help remembering some.

When reading each word, encourage your child to say each sound and blend them together, e.g. **sh o p**

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Children are now learning digraphs (two letters that go together to make one sound, such as 'sh'). They may need help remembering that it is one sound and not read them as separate letters.

Tricky Words

Some words cannot be sounded out. These are called tricky words. Your child is currently learning these words and should be able to read them:

he, she, we, me, be, was, you, they, there, little, one, when, what.

If there are any words that your child cannot read then you can read it to them.

Understanding

Encourage your child to read the full sentence after sounding out the words to help them understand the text.

Ask lots questions to develop your child's understanding, e.g. Where are they going?

What did the boy give to the goat?

Who is the main character?

Red Reading Band

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Phonics

In the beginning of phase three, your child will learn the sounds that the following letters make:

j, v, w, x, y, z, qu, ch, sh, ng.

They may not have learnt them all yet and may need help remembering some.

When reading each word, encourage your child to say each sound and blend them together, e.g. **sh o p**

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Children are now learning digraphs (two letters that go together to make one sound, such as 'sh'). They may need help remembering that it is one sound and not read them as separate letters.

Tricky Words

Some words cannot be sounded out. These are called tricky words. Your child is currently learning these words and should be able to read them:

he, she, we, me, be, was, you, they, there, little, one, when, what.

If there are any words that your child cannot read then you can read it to them.

Understanding

Encourage your child to read the full sentence after sounding out the words to help them understand the text.

Ask lots questions to develop your child's understanding, e.g. Where are they going?

What did the boy give to the goat?

Who is the main character?

Yellow Reading Band

Your child is now on the second part of phase three phonics books to match their current learning in school. They should be able to sound out most of the words in their reading book.

Phonics

In this part of phase three, your child will learn the following digraphs:

ai, ee, igh, oo, oi, oa, ar, er, ur, ow, ear, air, ure.

They may not have learnt them all yet and may need help remembering some.

They may also need reminding that they are one sound and not read them as separate letters.

When reading each word, encourage your child to say each sound and blend them together, e.g. **ch ar t**

Tricky Words

Some words cannot be sounded out. They are called tricky words. Your child is currently learning these words and should be able to read them:

he, she, we, me, be, was, you, they, there, little, one, when, what.

If there are any words that your child cannot read then you can read it to them.

Understanding

Encourage children to read the full sentence after sounding out the words to help them understand the text.

Ask lots of questions to develop your child's understanding, e.g.
Where did the family go to?
Why did Jack climb up the beanstalk?
Why was Ismail sad?

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They may not have learnt them all yet and may need help remembering some.

They may also need reminding that they are one sound and not read them as separate letters.

When reading each word, encourage your child to say each sound and blend them together, e.g. **ch ar t**

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Some words cannot be sounded out. They are called tricky words. Your child is currently learning these words and should be able to read them:

he, she, we, me, be, was, you, they, there, little, one, when, what.

If there are any words that your child cannot read then you can read it to them.

Understanding

Encourage children to read the full sentence after sounding out the words to help them understand the text.

Ask lots of questions to develop your child's understanding, e.g.
Where did the family go to?
Why did Jack climb up the beanstalk?
Why was Ismail sad?

Blue Reading Band

Your child is now on phase four phonics books to match their current learning in school. They should be able to sound out most of the words in their reading book.

Phonics

Phase four is different to the other phases as no new sounds are taught. Your child will now start learning how to read longer words using the sounds that they have already learnt.

These words may contain digraphs (two letters that make one sound, such as 'sh') and your child may need to be reminded to read them as one sound and not separate, e.g.

s | e e p not **s | e e p**

Tricky Words

Some words cannot be sounded out. These are called tricky words. Your child is currently learning these words and should be able to read them:

**said, there, do, out,
have, like, so, some, come,
little, one, were, there,
what, when.**

If there are any words that your child cannot read then you can read it to them.

Understanding

Encourage your child to read the full sentence after sounding out the words to help them understand the text. Talk about the meaning of any words that they are unsure of.

Ask lots of **who, why, what, how** and **when** questions to develop your child's understanding, e.g. What have you found out about in this book? How do you know that the boy enjoyed school? Who was your favourite character and why?

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s | e e p not **s | e e p**

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what, when.**

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Encourage your child to read the full sentence after sounding out the words to help them understand the text. Talk about the meaning of any words that they are unsure of.

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Green Reading Band

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Phonics

Phase four is different to the other phases as no new sounds are taught. Your child is now learning how to read longer words using the sounds that they have previously learnt, including words with more than one syllables, e.g.

s l e e p i n g

They may need help to spot where the different syllables are in words to help them to read them.

Tricky Words

Some words cannot be sounded out. They are called tricky words. Your child is currently learning these words and should be able to read them:

said, there, do, out, have, like, so, some, come, little, one, were, there, what, when.

If there are any words that your child cannot read then you can read it to them.

Understanding

Encourage your child to read the full sentence after sounding out the words to help them understand the text and start to read more fluently. Ensure they understand the meaning of each word.

Ask lots of **who, why, what, how** and **when** questions to develop your child's understanding, e.g.

Is this a fact or fiction book? How do you know?

Which was the most interesting part, why?

What happened at the beginning of the story? What happened next? What happened at the end?

Which was your favourite character, why?

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Which was your favourite character, why?

Orange Reading Band

Your child is now on phase five phonics books to match their current learning in school. They should be able to sound out most of the words in their reading book.

Phonics

In the first part of phase five your child will learn the different spellings of sounds that they already know, e.g. they learnt 'oi' in phase three and they will now learn that 'oy' makes the same sound, it is just a different way of spelling it.

The sounds that they will learn are:

ay, ie, ou, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,

They will also learn split digraphs

a-e, e-e, i-e, o-e, u-e

These are when the two letters make one sound, but they are

separated by another letter, e.g. **b a k e**

Tricky Words

Some words cannot be sounded out. These are called tricky words. Your child is currently learning these words and should be able to read them:

oh, Mr, Mrs, people, their, called, looked, asked, could.

Understanding

Your child should now be starting to read a bit more fluently. Point out punctuation to your child to ensure that they are pausing at full stops and commas and starting to use expression in their voice when reading.

Encourage them to check their reading - Does that make sense? Try re-reading it if needed.

Start asking more in-depth questions, e.g.
I wonder why they did that?
How do you think the character is feeling?

Orange Reading Band

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Turquoise Reading Band

Your child is on phase five phonics books to match their current learning in school. They should be able to sound out most of the words in their reading book.

Phonics

In this part of phase five, children revisit sounds that they have previously learnt, but now learn the different ways of pronouncing them, e.g. the 'ow' sound is different in 'cow' and 'blow'.

They will also learn additional spellings for the sounds that they already know, e.g. the 'ai' sound can be spelt as 'aigh' in straight.

These books will not have as much focus on individual sounds like in the previous reading book bands, but will start to expose them to a range of more challenging words and a variety of spelling patterns.

Tricky Words

Some words cannot be sounded out. These are called tricky words. Your child is currently learning these words and should be able to read them: **oh, Mr, Mrs, people, their, called, looked, asked, could.**

Understanding

Your child should now be understanding what they are reading and reading with expression, using the punctuation to help them, e.g. when there are speech marks and exclamation marks.

If they are struggling with reading a word, encourage them to try to look at the different sounds in it to work it out or read the sentence to help them.

Children should now be encouraged to explore texts in more detail and understand the characteristics of different text types, e.g. What kind of story is this (e.g. adventure, traditional tale)? Where can I find out about different habitats in this text? Did you use the contents page / index etc?

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Purple Reading Band

Your child is on phase five phonics books to match their current learning in school. They should be able to sound out most of the words in their reading book.

Phonics

Children will continue reading words that contain sounds with different pronunciations and sounds that can be spelt in different ways (please see additional sheet to support you with this). The words that they are reading will be increasingly more challenging.

Your child should be able to read most of the words in the text. However, with words that they are struggling with, encourage them to try to work it out and read the rest of the sentence to help them if needed.

Tricky Words

Some words cannot be sounded out. These are called tricky words. Your child is currently learning these words and should be able to read them: **oh, Mr, Mrs, people, their, called, looked, asked, could.**

Understanding

Children should now be familiar with a range of text types. Question your child about the features of these (e.g. titles and headings, numbered instructions) and use them to find out information.

They should now start exploring the texts in more meaningful ways, using clues that the author has given them, e.g.

How do you think the writer has made us feel like this (excited, sad, angry)?

Which words have they used to make us feel like that?

What do you think this word means?

How do you know that this is a recipe / set of instructions / poem?

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How do you know that this is a recipe / set of instructions / poem?

Phase Five

Alternative spellings for sounds

Your child already knows all of these sounds. They now start learning the different ways of spelling each sound as listed below. The books that they are currently reading will start exposing them to these different spelling patterns. They may not yet have learnt them all, so help them to sound out new words as needed.

<i>/e/</i>	<i>/i/</i>	<i>/o/</i>	<i>/u/ (south)</i>	<i>/ai/</i>	<i>/ee/</i>	<i>/igh/</i>	<i>/oa/</i>	<i>/oo/</i>	<i>/ool/</i>
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

<i>/c/</i>	<i>/ch/</i>	<i>/f/</i>	<i>/j/</i>	<i>/m/</i>	<i>/n/</i>	<i>/ng/</i>	<i>/r/</i>	<i>/s/</i>	<i>/sh/</i>	<i>/v/</i>	<i>/w/</i>
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

<i>/ar/</i>	<i>/or/</i>	<i>/ur/</i>	<i>/ow/</i>	<i>/oi/</i>	<i>/ear/</i>	<i>/air/</i>	<i>/ure/</i>	<i>/er/</i>
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

Phase Five

Alternative pronunciations of sounds

Your child already knows all of these sounds. They now start learning the different sounds that they can make. The books that they are currently reading will start exposing them to these different spelling patterns. They may not yet have learnt them all, so help them to sound out new words as needed.

We encourage children to do 'the best fit'. So try reading a new word with the most common pronunciation, e.g. 'g' usually makes the short sound, like in 'got', but can sometimes make a 'j' sound like in 'giant'. Encourage your child to use the most common sound first if they are unsure of the word and then try different pronunciations if it doesn't make sense.

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

Gold Reading Band

Word Reading

Your child should now be able to recognise and read on a sight a number of words with increasing accuracy. If they are unsure of words then encourage them to try to look at the sounds or read the rest of the sentence to help them to work it out themselves.

Children should be reading with increasing accuracy and fluency. If they are still sounding out a lot of words and their reading is not yet flowing, then encourage them to re-read sentences to develop fluency.

Understanding

Discuss the meanings of new words throughout to ensure that your child understands their meaning. As their word reading improves, their understanding of the text becomes more important.

Encourage your child to make predictions about the text using the title, front cover and pictures. Refer to their predictions throughout and discuss if they were correct or incorrect and why.

Ask lots of who, why, what, when, how and where questions to deepen your child's understanding, e.g.

- How is the information organised? Why do you think it is laid out like that (e.g. a list of ingredients in a recipe)?
- How is the character feeling? How do you know this? What clues does the author give us to show this?
- What do you think might happen next? Why do you think that?
- What do you already know about dinosaurs? What would you like to find out? How can you find that information?

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- How is the character feeling? How do you know this? What clues does the author give us to show this?
- What do you think might happen next? Why do you think that?
- What do you already know about dinosaurs? What would you like to find out? How can you find that information?

White Reading Band

Word Reading

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Children should be reading with increasing accuracy and fluency. If they are still sounding out a lot of words and their reading is not yet flowing, then encourage them to re-read sentences to develop fluency.

Children are now learning about past and present tense, suffixes (ing, ed, est, er, ment, ful, ly) and plurals. Look out for these in the book and discuss them.

Understanding

Discuss the meanings of new words throughout to ensure that your child understands their meaning. As their word reading improves, their understanding of the text becomes more important.

Encourage children to discuss the different text types, e.g. show me how you know that this is a non-fiction text / set of instructions / reference book.

Ensure children are using correct book talk when discussing their book, e.g. headings, index page, chapters, blurb, photographs, diagrams, story language).

Talk about the word choices that the author has made, Do you know any other words that mean the same (e.g. sad, upset, worried)?

White Reading Band

Word Reading

Your child should now be able to recognise and read on a sight a number of words with increasing accuracy. If they are unsure of words then encourage them to try to look at the sounds or read the rest of the sentence to help them to work it out themselves.

Children should be reading with increasing accuracy and fluency. If they are still sounding out a lot of words and their reading is not yet flowing, then encourage them to re-read sentences to develop fluency.

Children are now learning about past and present tense, suffixes (ing, ed, est, er, ment, ful, ly) and plurals. Look out for these in the book and discuss them.

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