



Reading in Foundation and Key Stage 1 at Archbishop Cranmer

In Foundation and Key Stage 1, the way our books are organised is vital to the way we teach our children to read and this is something that we have recently implemented to develop enthusiastic, confident readers! We now have two main categories that our books fall into: '**Decodable Books**' and '**Reading for Pleasure Books**'.

Children in Foundation, Year 1 and Year 2* will be given:

- **1-2 Decodable Books** which contain focus sounds that they have worked on in class, based on their phonics assessments and stage of learning; **and**
- **1-2 Reading for Pleasure Books** to share with an adult.

Decodable Books

Phonetically decodable books are carefully matched to a child's concrete phonetic knowledge so that they only include sounds and "tricky" words (words that cannot be sounded out) that they have learnt so far to ensure that they have 95% word accuracy. This means that they can use their phonics knowledge and skills to be successful and read independently. If they encounter a word they find hard, they can sound it out and then blend the sounds. There is no guess work! Research has shown that this method creates more rapid progress and more engaged readers.

The children should be able to use their current and previous phonic teaching to independently decode these books. These are kept separate to the rest of our reading books (Pleasure for Reading) and are issued to the children by the Key Stage 1 and Foundation team as they implement and support our phonics teaching programme. From time to time, your child may also be issued with an eBook version of a Decodable Book.

**Once pupils are secure in their reading skills, in line with school phonics assessments, children will not need to access the Decodable Books, unless they are receiving additional support with their reading. Therefore, most Year 2 and Key Stage 2 children should expect to only be accessing Pleasure for Reading books.*

Decodable Books should be **read at home 2-3 times before being changed by a member of staff in school**. This repeated reading and practise is really important not only to help children learn and be successful but also to improve their reading fluency. By the third time they read the book, they should be reading all of the words without having to sound out so their sentences will flow and they will understand and remember what they are reading to experiment with intonation and expression.

Reading for Pleasure Books

These texts are not fully decodable and should always be read with an adult at home or at school. These books provide our children with the opportunity to practise and consolidate their word reading skills and deepen their comprehension skills through engaging in a range of rich, quality texts whilst fostering a love of reading. Pupils are also encouraged to re-read these books to build fluency and stamina, as well as comprehension skills, as recommended in the National Curriculum (2014).

Reading for Pleasure books have coloured bands and can be changed as frequently as you and your child like.

- As pupils in Foundation and Year 1 develop the fluency and phonetic autonomy required for reading texts independently, they will be able to enjoy taking home a range of these books to share with an adult. *Please note that at this stage, these books may show a range of colours on their spine, however pupils will not be given an assessed book band unless indicated by your child's teacher via their reading record.*

- In Year 1, **as appropriate to their reading progress**, in Year 2 and beyond, children will be assessed by a trained member of staff and allocated a colour book band from which they can choose books to enjoy with an adult at home. This will be shared via their reading record alongside information on how to support your child at this level of progress. Their book band will be re-assessed termly, or as appropriate to their progress.

How will I know which book is which?

- Your child's **Decodable Book** which they read to you will come in a labelled zipper wallet. The book will also have a white sticker on the front cover in the top right-hand corner, which will say which 'Phonic Phase' the book is banded to.
- Your child's **Reading for Pleasure Book** which you can share together, or your child will read to you, will be a colour-banded book from our school libraries. Pupils can have up to two of these books at any time in their book bag.

How can I help my child with their reading?

- Hear them read their phonetically decodable book as often as possible!
- There are some really useful tips and information inside the front covers of the books which show what the focus sound is and what the "tricky words" (words that the children cannot phonetically decode and blend but have to learn) are, which you can remind your child of before they start reading.
- Remind your child if they become stuck on a word to sound it out then blend it the way that they do at school (you could use the phrases "Let's press the sound buttons" or "Use your robot arms"). They may do this out loud or in their head depending on their confidence. (Remember, they should not be sounding out every word, only the ones they find challenging.)
- Be positive and encouraging with your child. We want them to see reading as fun and not a chore. Take the lead from your child if they are getting tired or losing focus and let them stop. Some of the later books as your child progresses are quite lengthy and could be read over a couple of sessions.
- There are also some useful prompts inside the back cover with questions you can ask to help develop your child's comprehension and other activities to improve their fluency.
- Please also see your child's class page on the school website for useful question stems to check their comprehension of the text. It is important that we not only support the children's reading fluency, but also their understanding of the text to secure progress in reading.