

Reading at Chambersbury: A Guide for Everyone

Reading should not be presented to children as a chore, a duty,
it should be offered as a gift - Margaret Fuller

Where and when are children reading?

Children read a wide range of texts in all year groups. There are opportunities to enjoy reading and encounter new writing in:

- Daily guided reading lessons
- Daily phonics lessons – with a focus on decoding, recoding and blending
- Individual reading – with an adult, with a peer or independently
- Daily English Lessons – writing is inspired by carefully chosen texts
- Class readers – the teacher reads a book to the class
- Reading clubs – at lunchtime or after school
- Reading tuition – in groups before or after school
- Use of non-fiction resources across the curriculum for information and learning
- Use of the class reading corner
- Home reading of decodable books in EYFS/KS1 – reading a book matched to the child’s reading skills to an adult and talking about it
- Home reading of a book on the Accelerated Reader programme in KS2
- Home reading of Sharing Books – listening to an adult read the story or reading together

What are children reading?

These texts are taught in **Guided Reading** and **English lessons**. See *Appendix 1 for decodable books matching phonics progression in Reception/Y1*.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Weekly whole-class Guided Reading session based on a short story. Activity to follow and evident in children’s English books.					
	The Bear & The Piano, <i>by David Litchfield</i> Stanley’s Stick, <i>by John Hegley and Neil Layton</i>	Pumpkin Soup, <i>by Helen Cooper</i>	Beegu, <i>by Alexis Deacon</i>	Poetry texts	Alan’s Big Scary Teeth, <i>by Jarvis</i>	Toby & The Great Fire of London, <i>by Margaret Nash and Jane Cope</i>
2	Short texts Fiction & non-fiction			The Proudest Blue, <i>by Idtihad Muhammad</i>	The Hodgeheg, <i>by Dick King Smith</i>	
	Be More Bernard, <i>by Simon Philip</i>	Day the Crayons Quit, <i>by Drew Daywalt</i>	The Great Explorer, <i>by Chris Judge</i> The Tear Thief, <i>by Carol Ann Duffy</i>	Poetry texts	Ravi’s Roar, <i>by Tom Percival</i>	Traction Man, <i>by Mini Grey</i>

3	Phonics Review	The Iron Man, by Ted Hughes	Race to the Frozen North, by Catherine Johnson		Fantastic Mr Fox, by Roald Dahl	
	Stone Girl: Bone Girl, by Laurence Anholt	Journey, by Aaron Becker The Firework Maker's Daughter, by Philip Pullman	Jim & The Beanstalk, by Raymond Briggs	Poetry texts	Escape from Pompeii, by Christina Balit	Fantastic Mr Fox, by Roald Dahl
4	Agent Zaiba Investigates, by Annabelle Sami	Kensuke's Kingdom, by Michael Morpurgo	Harry Potter & The Philosopher's Stone, by J. K Rowling		The Miraculous Journey of Edward Tulane, by Kate DiCamillo	
	A Midsummer Night's Dream, by William Shakespeare	Arthur And The Golden Rope, by Joe Todd-Stanton	How to be a Viking, by Cressida Cowell	Harry Potter & The Philosopher's Stone, by J. K Rowling Poetry texts	Tuesday, by David Weisner	My name is Not Refugee, by Kate Milner
5	The Demon Headmaster, by Gillian Cross	Skellig, by David Almond	Holes, by Louis Sacher		The London Eye Mystery, by Siobhan Dowd	Clockwork, by Philip Pullman
	Counting on Katherine, by Helaine Becker	Snow Sister, by Emma Carroll	How to Live Forever, by Colin Thompson	Holes, by Louis Sacher Poetry texts	The London Eye Mystery, by Siobhan Dowd	Cloudbusting, by Malorie Blackman
6	Pig Heart Boy, by Marion Blackman	The Adventure of the Blue Carbuncle, by Arthur Conan Doyle	When the Sky Falls, by Phil Earle		Tom's Midnight Garden, by Philippa Pearce	In depth discussions around personal reading & reading for pleasure
	The Arrival, by Shaun Tan	Darwin's Dragons, by Lindsay Galvin	When the Sky Falls, by Phil Earle	The House with Chicken Legs, by Sophie Anderson Poetry texts	Revision of earlier texts studied and ongoing book discussions in class.	

Every class also focuses on a newspaper article and a non-fiction text relating to relevant curriculum areas each term.

Reading Stamina

We aim to build reading stamina so that children can read independently for increasing periods of time whilst maintaining comprehension and enjoyment of the text. This is important preparation for KS3 and 4. By Key Stage 2 this is communicated with children so they know they should try to read at home regularly for at least:

Year 3: 10 minutes

Year 4: 15 minutes

Year 5: 20-25 minutes

Year 6: 30 minutes.

Skills development

All reading opportunities develop skills. However, reading skills are taught specifically and explicitly in guided reading lessons. Learning objectives are drawn from the Planning Platforms toolkit (HfL) and ensure progression across year groups so that children leave Chambersbury with all the skills of fluent, analytical readers.

Phonics lessons (Nursery to Year 2) follow a teaching sequence each week to cover all skills appropriate to their year group and ensure a good pace of learning.

The teaching of phonics is supported by ongoing revision in KS2 and 1:1 interventions as appropriate, as well as guided reading lessons. In EYFS and Year 1 sessions happen within continuous provision and book talk. From Year 2 onwards these lessons are more formalised throughout the week with a clear focus as outlined below.

Guided Reading Plan

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Focus	Vocabulary building Phonological awareness Spelling Grammar	Reading the text – building motivation to read through successful experiences	Interrogating the text	Comprehension	Application
Skills development activities: examples	Preparation to read the text Learning new words in context Vocab Builder activity sheet	Echo reading Shared reading Independent reading	Summarising Predicting Evaluating Sequencing Group reading Independent reading Close reading Prove it Oral questioning and discussion	Find and retrieve Inference Authorial intent Sentence analysis Understanding of character	Review Mind maps Emotion tracking Identify messages and themes Develop motivation to read through links with other media Links may be made to other subjects relevant to the text
Adjustments and support	Scaffolded activity sheet Adult support Recap on Tuesday	Adult support to engage and follow Post teaching	1:1 reading with adult Small group reading Scaffolded support for activities Paired work	Scaffolding Additional time 1:1 support	

Phonics plan

Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading - The Education Endowment Foundation (July 2021)

We follow the National Curriculum using a systemic synthetic phonics programme called Essential Letter and Sounds. (ELS)

Over their 4 years in EYFS/KS1, children will learn the six phases of phonics, alongside the National Curriculum requirements for spelling and grammar.

Year	Term	Phase	What do children learn?
Nursery	All Year	Phase 1	Phonological awareness – noticing syllables, words, sentence structure, onset, rhymes and finally phonemic awareness: recognising individual sounds
Reception	Autumn	Phase 2	Grapheme phoneme correspondence (GPC): the first 29 phonemes/sounds that make up the English language and the letter groups/graphemes we use to write them Oral blending – making sounds/phonemes into whole words Decoding – ‘sounding out’ words: making phonemes from graphemes Encoding – writing words: making graphemes from phonemes The first 12 words that are ‘tricky’ : harder to read and spell (HRS)
Reception	Spring	Phase 3	The remaining 29 sounds/phonemes used in English. Oral blending 32 HRS ‘tricky words’ that can’t easily be sounded out accurately – recognising these words without decoding helps children get fluent quicker In total, first 50 high frequency words – the words they will see/hear most often in English
Reception	Summer (continue to Year 1 Autumn if consolidation is needed)	Phase 4	Oral blending: especially blending two consonants together (No new GPCs or HRS words here) To recognise and read more tricky words Learning to decode and encode different combinations of consonants and vowels: CVC, CVCC and CCVC words By the end of Reception: to write all the letters of the alphabet and write words and sentences
Year 1	All year – including	Phase 5	That phonemes/sounds can be written in different ways – alternative spellings

	consolidation time		<p>71 new GPCs</p> <p>Oral blending of all GPCs</p> <p>Recognising, reading and spelling words that they can't decode – 29 HRS words</p> <p>In total, the first 100 high frequency words</p> <p>Decoding and encoding skills to build on what they've already learned</p> <p>Consolidation of Phase 2-4</p> <p>Handwriting</p>
Year 2	All year	Phase 6 National Curriculum spelling and grammar	<p>Consolidation of all the decoding, encoding, blending and GPC learning from earlier years – some children may need additional support with Phases 2-5.</p> <p>To use these skills to read many more words</p> <p>To develop a larger 'at a glance' vocabulary that enables a good reading speed. This speed developed from accurate decoding which reinforces learning.</p> <p>HRS words are taught carefully and the tricky bits unpicked to support readers to learn them and develop fluency when reading them</p> <p>Begin to learn associated grammar and punctuation, including apostrophes for contraction</p> <p>Begin to learn spelling rules, including prefixes and suffixes. This prepares them for spelling learning throughout KS2</p>
KS2 and beyond	Key Stage	Spelling rules and grammar from National Curriculum	<p>Continue to use and apply phonics skills and knowledge when reading for the rest of their lives, including adulthood. (Are you an adult? Try this. How many syllables in supercalifragilisticexpialidocious? How would you use your phonics skills to spell it/encode it?)</p> <p>Spelling rules of increasing complexity, according to the National Curriculum word lists for Y3/4 and Year 5/6</p> <p>Grammar requirements of the National Curriculum for each Year group</p>

Lessons from Essential Letters and Sounds, and all phonics teaching, have a standard structure:

- **Review**
- **Teach**
- **Practice**
- **Apply**
- **Review**

They follow a weekly teaching sequence.

When teaching new graphemes and phonemes in Phase 2,3, or 5:

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words Practise – reading and writing words Apply – reading decodable books and writing phrases and sentences

When teaching Phase 4, 6 or consolidating learning:

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply

Assessment

The aims of assessment are ensure that children are making progress at a good pace, to inform planning and to identify early any children with specific difficulties or at risk of reading failure.

Teachers keep assessment notes for all guided reading and phonics lessons to enable them to target support, address misconceptions and ensure all children are keeping up.

In EYFS/KS1, weekly assessment of learning in phonics sessions, and teacher assessment of how children are using and applying these skills, informs book matching for home reading and planning to help children keep up.

Children in EYFS/Y1/Y2 are also assessed in phonics using Phonics Tracker every half term as a minimum until all they are becoming secure in Phase 6. This is combined with teacher assessments of applied reading skills (eg in writing).

Reading is assessed using Accelerated Reader “Star Reader” tests every half term in KS2, and will be introduced for children moving securely beyond Phase 6 in Y2.

Adjustments and support

All teachers make reasonable adjustments for children with SEND in all teaching and learning as part of their high quality teaching practice.

In addition, children may take part in interventions to prevent them falling behind their peers or to address specific difficulties. Chambersbury only uses evidence based interventions. All interventions are short and focused to minimise time out of class.

Phonics interventions follow Essential Letters and Sounds. There are 3 programmes:

- GPC
- Oral Blending
- Blending for writing

In addition children may be supported by:

- Daily 1:1 reading with an adult in school
- Cued Spelling
- Precision teaching of HRS/HFW/GPC
- Precision teaching of spelling rules and patterns

Some children with higher support needs or specific difficulties or disabilities that make acquiring the phonological route to reading more challenging will have individualised curricula. These are co-ordinated by the SENCo with support of external professionals.

Speaking and Listening

Speaking and listening skills are essential to reading, as they are for all learning. They are developed throughout EYFS through their curriculum and daily opportunities for high quality talk with adults. This is especially important for beginning readers who do not yet have the fluency to broaden their vocabulary through reading and need an oral language focus or for children with a language gap (DfE Reading Framework Jan 22), and including learners with EAL.

We focus on building vocabulary in guided reading throughout the school, recognising the dynamic relationship between reading and language learning.

In language development we help children learn:

Tier 1 words: in daily high quality talk and general chat

Tier 2 words: initially through talk, but by KS2 children will need to be reading to encounter Tier 2 words at their level. They are unlikely to hear them in everyday talk.

Tier 3 words: through reading high quality texts and ensuring that there is a focus on vocabulary building in all subject areas.

As children progress through the school they increase their oracy skills through discussion, debate and drama, as well as ongoing modelling of good dialogue by adults.

If children continue to find developing these skills difficult, adjustments will be made and children may take part in evidence based interventions. Some children with more extensive needs may work on programmes from Speech and Language Therapists.

**And most importantly...
Love of reading**

Love of reading is our aim for all children. The teaching of reading at Chambersbury is lovingly planned to bring our children the very best reading experiences combined with the skills they need to get the most out of those experiences. Children have regular opportunities to read for pleasure in school, hear stories read and celebrate reading through Book Week and other events. Class story time, where a teacher reads aloud with complete focus on the class, is an important part of children's lives at Chambersbury. We provide opportunities to re-read books children have heard or shared: this increases emotional attachment to stories and greater engagement.

Class book corners are warm, inviting places to read where the books are the stars. They are designed to help children find the right book for them. We also want children to see themselves in our books, and so our books are increasingly chosen so children of all cultures, ethnicities, backgrounds, families and lived experiences are included.

We know that reading fiction increases important qualities like empathy (Bal & Vetkamp, 2013) and tolerance (Capozze & Giovanni, 2014) and that reading widely and deeply is therefore key to ensuring our children grow up to be change-makers and assets to their community. Children who are able to 'lose themselves' in books will experience many different lives and perspectives beyond their own and we encourage, model and want this for our young people.

As children become more independent in their reading, we consider Pennac's 10 Rights of the Reader and this is shared with children. Pennac says "You can't make someone read. Just as you can't make them fall in love, or dream". We believe that our teaching of reading should help all children choose to read and that, with our guidance, children will discover a whole world of books to love, to laugh with or cry with, share their triumphs and challenges with and see those very human experiences reflected back at them.

Reception Autumn 1

What's happening with reading this term?

In this term, the decodable books provide opportunities to practise the letters and sounds taught that week. You should use the book or books on day 5 in class, and then use for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. You can choose one, two or three books each week from the selection below – you don't have to use them all. For Week 5, you can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it are the same.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Aut 1	1	LBB	LITTLE BLENDING BOOK 1 - PHASE 2 SET 1		s, a, t, p	n/a
Rec	Aut 1	1	PX Hero	THE LOST CAT	1	s, a, t, p	n/a
Rec	Aut 1	1	PX Hero	JIN'S FIRST DAY	1	s, a, t, p	n/a
Rec	Aut 1	1	PX Alien	SPLAT	1	s, a, t, p	n/a
Rec	Aut 1	1	PX Alien	MAX'S ROCKET	1	s, a, t, p	n/a
Rec	Aut 1	1	Word Sparks	THE SECRET LIFE OF CATS	1	s, a, t, p	n/a
Rec	Aut 1	1	Word Sparks	MAKE A LADY BIRD	1	a, t, p	n/a
Rec	Aut 1	1	Word Sparks	THE LIFE OF A CATERPILLAR	1	a, t, p	n/a
Rec	Aut 1	1	Word Sparks	PLUM PUDDING	1	s, a, t, p	n/a
Rec	Aut 1	1	HA Non Fict	PAT, PAT	1	s, a, t, p	n/a
Rec	Aut 1	1	PX Phonics	TAP, TAP	1+	s, a, t, p	n/a
Rec	Aut 1	1	PX Phonics	PAT, TAP, PAT	1+	s, a, t, p	n/a
Rec	Aut 1	2	LBB	LITTLE BLENDING BOOK 2 - PHASE 2 SET 2		m, i, n, d	n/a
Rec	Aut 1	2	PX Hero	IT IS A TIP!	1+	m, i, n, d	n/a
Rec	Aut 1	2	PX Hero	PIP'S PRANK	1+	m, i, n, d	n/a
Rec	Aut 1	2	PX Alien	LET'S BAKE!	1+	m, i, n, d	n/a
Rec	Aut 1	2	PX Alien	THE FISHING TRIP	1+	m, i, n, d	n/a
Rec	Aut 1	2	Word Sparks	STOP, TIM! (Partner Text)	1+	m, i, n, d	n/a
Rec	Aut 1	2	Word Sparks	SID AND NIM	1+	m, i, n, d	n/a

Rec	Aut 1	2	HA Non Fict	TAP IT	1+	m, i, n, d	n/a
Rec	Aut 1	2	PX Phonics	TIGER'S DIP	1+	m, i, n, d	n/a
Rec	Aut 1	2	PX Phonics	TIM'S TRIP	1+	m, i, n, d	n/a
Rec	Aut 1	3	LBB	LITTLE BLENDING BOOK 3 - PHASE 2 SET 3		g, o, c, k	n/a
Rec	Aut 1	3	PX Hero	CAT IN A CAP	1+	g, o, c, k	n/a
Rec	Aut 1	3	PX Hero	STOP, CAT!	1+	g, o, c, k	n/a
Rec	Aut 1	3	PX Alien	SIT, COG DOG!	1+	g, o, c, k	n/a
Rec	Aut 1	3	PX Alien	TIN CAT	1+	g, o, c, k	n/a
Rec	Aut 1	3	Word Sparks	LET'S GO UP! (Partner Text)	1+	g, o, c, k	n/a
Rec	Aut 1	3	Word Sparks	PIP'S GOT IT!	1+	g, o, c, k	n/a
Rec	Aut 1	3	HA Non Fict	KIM IS TOP	1+	g, o, c, k	n/a
Rec	Aut 1	3	PX Phonics	COG DOG	1+	g, o, c, k	n/a
Rec	Aut 1	3	PX Phonics	DOGS	1+	g, o, c, k	n/a
Rec	Aut 1	4	LBB	LITTLE BLENDING BOOK 4 - PHASE 2 SET 4		ck, e, u, r	to, the
Rec	Aut 1	4	PX Hero	MAGNUS IS STUCK	1+	ck, e, u, r	to, the
Rec	Aut 1	4	PX Hero	TUCK IN	1+	ck, e, u, r	to, the
Rec	Aut 1	4	PX Alien	GET ANT!	1+	ck, e, u, r	to, the
Rec	Aut 1	4	PX Alien	PEG IT UP	1+	ck, e, u, r	to, the
Rec	Aut 1	4	Word Sparks	GOING INTO SPACE (Partner Text)	1+	ck, e, u, r	the
Rec	Aut 1	4	Word Sparks	THE RED TENT	1+	ck, e, u, r	the
Rec	Aut 1	4	HA Non Fict	A SICK PET	1+	ck, e, u, r	to, the
Rec	Aut 1	4	PX Phonics	SOCK SACKS	1+	ck, e, u, r	to, the
Rec	Aut 1	4	PX Phonics	IN THE PENS	1+	ck, e, u, r	to, the
Rec	Aut 1	6	LBB	LITTLE BLENDING BOOK 5 - PHASE 3 SET 5		h, b, f, l, ff, ll, ss	no, go, l
Rec	Aut 1	6	PX Hero	BEN HELPS	1+	h, b, f, l, ff, ll, ss	no, go, l
Rec	Aut 1	6	PX Hero	JIN IS ILL	1+	h, b, f, l, ff, ll, ss	go, l
Rec	Aut 1	6	PX Alien	PECK, PECK	1+	h, b, f, l, ff, ll, ss	go, l
Rec	Aut 1	6	PX Alien	RUN, TIN CAT	1+	h, b, f, l, ff, ll, ss	go, l

Rec	Aut 1	6	Word Sparks	GET THE BANNOCK! (Partner Text)	1+	h, b, f, l, ff, ll, ss	go, l
Rec	Aut 1	6	Word Sparks	LOTS OF CRABS!	1+	h, b, f, l, ff, ll, ss	go, l
Rec	Aut 1	6	HA Non Fict	I GET UP AND GO	1+	h, b, f, l, ff, ll, ss	no, go, l
Rec	Aut 1	6	PX Phonics	HOP IT!	1+	h, b, f, l, ff, ll, ss	no, go, l
Rec	Aut 1	6	PX Phonics	ON THE BUS	1+	h, b, f, l, ff, ll, ss	no, go, l
Rec	Aut 1	6	Trad Tales	GET THE RAT!	1+	s a t p i m d g o k e u r h b f l c k ss	the
Rec	Aut 1	6	Trad Tales	LOTS OF NUTS	1+	s a t p i m d g o k e u r h b f l f f c k	the, l, to
Rec	Aut 1	6	Trad Tales	RUN, RUN!	1+	s a t p i n m d g o c e u r h b c k	the, l, go
Rec	Aut 1	6	Trad Tales	THE BIG CARROT	1+	s a t p i m d g o k e u r h b f l c k	the, and

Reception Autumn 2

What's happening with reading this term?

In this term, the decodable books provide opportunities to practise the letters and sounds taught that week. You should use the book or books on day 5 in class, and then use for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. You can choose one, two or three books each week from the selection below – you don't have to use them all. For Weeks 5-6, you can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it are the same.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Aut 2	1	LBB	LITTLE BLENDING BOOK 6 - PHASE 3 SET 6		j, v, w, x	n/a
Rec	Aut 2	1	PX Hero	JIN LIFTS OFF	2	j, v, w, x	n/a
Rec	Aut 2	1	PX Hero	WILL THE REDS WIN?	2	j, v, w, x	n/a
Rec	Aut 2	1	PX Alien	AN ODD BUG	2	j, v, w, x	n/a
Rec	Aut 2	1	PX Alien	NOK CAN FIX IT	2	j, v, w, x	n/a
Rec	Aut 2	1	Word Sparks	TWIN TRICKS (Partner text)	2	j, v, w, x	n/a
Rec	Aut 2	1	Word Sparks	JAN IN A JAM	2	j, v, w, x	n/a

Rec	Aut 2	1	HA Non Fict	VIV WILL FIX IT	2	j, v, w, x	n/a
Rec	Aut 2	1	PX Phonics	THE RED BOX	2	j, v, w, x	n/a
Rec	Aut 2	1	PX Phonics	THE FOX	2	j, v, w, x	n/a
Rec	Aut 2	2	LBB	LITTLE BLENDING BOOK 7 - PHASE 3 SET 7		y, z, zz, qu	he, she
Rec	Aut 2	2	PX Hero	PIP'S MESS	2	y, z, zz, qu	he, she
Rec	Aut 2	2	PX Hero	THE ZIPBOT	2	y, z, zz, qu	he, she
Rec	Aut 2	2	PX Alien	A BAG OF TRICKS	2	y, z, zz, qu	he, she
Rec	Aut 2	2	PX Alien	CAT'S PICNIC	2	y, z, zz, qu	he, she
Rec	Aut 2	2	Word Sparks	KNIGHT QUINN (Partner text)	2	y, z, zz, qu	she
Rec	Aut 2	2	Word Sparks	DUCK-BOT!	2	y, z, zz, qu	he, she
Rec	Aut 2	2	HA Non Fict	ZAK IS OFF	2	y, z, zz, qu	he, she
Rec	Aut 2	2	PX Phonics	THE ROCKET	2	y, z, zz, qu	he, she
Rec	Aut 2	2	PX Phonics	QUICK QUIZ	2	y, z, zz, qu	he, she
Rec	Aut 2	3	LBB	LITTLE BLENDING BOOK 8 - PHASE 3		ch, sh, th, ng	we, me, be
Rec	Aut 2	3	PX Hero	FIX THAT BELL!	2	ch, sh, th, ng, nk	we, me, be
Rec	Aut 2	3	PX Hero	SLINK'S SNACK	2	ch, sh, th, ng, nk	we, me, be
Rec	Aut 2	3	PX Alien	MOTHS!	2	ch, sh, th, ng, nk	we, me, be
Rec	Aut 2	3	PX Alien	TIGER'S FISH	2	ch, sh, th, ng, nk	we, me, be
Rec	Aut 2	3	Word Sparks	CHEN AND THE PINK POT (Partner text)	2	ch, sh, th, ng, nk	we, me, be
Rec	Aut 2	3	Word Sparks	GETTING CHICKENS (Partner text)	2	ch, sh, th, ng	we, be
Rec	Aut 2	3	Word Sparks	GET FIT WITH THE FUN BUNCH	2	ch, sh, th, ng	we, me, be
Rec	Aut 2	3	Word Sparks	THE BEST TRIP	2	ch, sh, th, ng	we, be
Rec	Aut 2	3	HA Non Fict	JOSH AND SETH	2	ch, sh, th, ng	we, be
Rec	Aut 2	3	PX Phonics	SHHH!	2	ch, sh, th, ng	we, be
Rec	Aut 2	3	PX Phonics	THINGS THAT GO	2	ch, sh, th, ng	we, be
Rec	Aut 2	3	Trad Tales	DICK AND HIS CAT	2	ch, sh, ng	be, was
Rec	Aut 2	3	Trad Tales	THE KING AND HIS WISH	2	sh, ng	all, me, he

Rec	Aut 2	4	LBB	LITTLE BLENDING BOOK 9 - PHASE 3		ai, ee, igh, oa	was
Rec	Aut 2	4	PX Hero	IT IS FREEZING	3	ai, ee, igh, oa	was, her
Rec	Aut 2	4	PX Hero	WIN THE CUP!	3	ai, ee, igh, oa	was
Rec	Aut 2	4	PX Alien	I WIN!	3	ai, ee, igh, oa	was
Rec	Aut 2	4	PX Alien	ON NOK'S TRAIL	3	ai, ee, igh, oa	was
Rec	Aut 2	4	Word Sparks	I CAN SEE THEM! (PARTNER TEXT)	3	ai, ee, igh, oa	was, her
Rec	Aut 2	4	Word Sparks	STOP THAT TRAIN!	3	ai, ee, igh, oa	was, her
Rec	Aut 2	4	HA Non Fict	GAIL WILL NOT FAIL	3	ai, ee, igh, oa	was, her

Reception Spring 1

What's happening with reading this term?

In this term, the decodable books provide opportunities to practise the letters and sounds taught that week or the previous week. You should use the book or books on day 5 in class, and then use for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. You can choose one, two or three books each week from the selection below – you don't have to use them all. For Weeks 1,3, 5 and 6, you can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it are the same.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Spr 1	2	LBB	LITTLE BLENDING BOOK 10 - PHASE 3		oo, oo, ar, or, ur	my
Rec	Spr 1	2	PX Hero	TURNIP IS MISSING	3	oo, oo, ar, or, ur	my, you
Rec	Spr 1	2	PX Hero	ZOOM FOOD	3	oo, oo, ar, or, ur	my
Rec	Spr 1	2	PX Alien	POPCORN SURFING	3	oo, oo, ar, or, ur	my
Rec	Spr 1	2	PX Alien	STUCK IN MUD	3	oo, oo, ar, or, ur	my
Rec	Spr 1	2	Word Sparks	THE STAR 3000 (PARTNER TEXT)	3	oo, oo, ar, or, ur	my, you
Rec	Spr 1	2	Word Sparks	THE HUNT FOR TED	3	oo, oo, ar, or, ur	my, you
Rec	Spr 1	2	HA Non Fict	MISS WOOD	3	oo, oo, ar, or, ur	my, you

Rec	Spr 1	2	PX Phonics	THE FORT	3	oo, oo, ar, or, ur	was, my
Rec	Spr 1	2	PX Phonics	INTO THE DEEP	3	oo, oo, ar, or, ur	was, my
Rec	Spr 1	4	LBB	LITTLE BLENDING BOOK 11 - PHASE 3		ow, oi, ear, air, ure, er	they
Rec	Spr 1	4	PX Hero	STUCK IN THE STORM	3	ow, oi, ear, air, ure, er	they, all, are
Rec	Spr 1	4	PX Hero	THE FIZZING MIXTURE	3	ow, oi, ear, air, ure, er	they, all, are
Rec	Spr 1	4	PX Alien	THE LOST COW	3	ow, oi, ear, air, ure, er	you, they, her, all, are
Rec	Spr 1	4	PX Alien	THE ROCKET FLIGHT	3	ow, oi, ear, air, ure, er	you, they, her, all, are
Rec	Spr 1	4	Word Sparks	HELPING BIG CATS (PARTNER TEXT)	3	ow, oi, ear, air, ure, er	they, all, are
Rec	Spr 1	4	Word Sparks	THE KING'S EARS (PARTNER TEXT)	3	ow, oi, ear, air, ure, er	they, all, are
Rec	Spr 1	4	Word Sparks	BAT FACTS	3	ow, oi, ear, air, ure, er	they, all, are
Rec	Spr 1	4	Word Sparks	HOW TO BE A GOOD FARMER	3	ow, oi, ear, air, ure, er	they, all, are
Rec	Spr 1	4	HA Non Fict	OLIVER AND JEN	3	ow, oi, ear, air, ure, er	they, her, all, are
Rec	Spr 1	4	PX Phonics	THE STARFISH	3	ow, oi, ear, air, ure, er	you, they, her, all, are
Rec	Spr 1	4	PX Phonics	FOOTBALL SKILLS	3	ow, oi, ear, air, ure, er	you, they, her, all, are

Reception Spring 2

What's happening with reading this term?

In this term, children are consolidating letters and sounds they already know, and are reading new harder to read and spell words. The suggested books cover letters and sounds that have been learned so far. You should use the book on day 5 in class, and then use it for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. For weeks 2-6, you can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it have been previously taught.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Spr 2	1	Trad Tales	RABBIT ON THE RUN	2	s a t p i m d g o k e u r h b f l s w x q u c k s h f f n g	was, you, me
Rec	Spr 2	1	Trad Tales	I WILL GET YOU	2	s a t p i m d g o k e u r h b f l w x n g t h l l s h	he, me, you
Rec	Spr 2	1	Trad Tales	BOXER AND THE FISH	3	er, ow, oo, oo, or, oa, ar, ee	was, my, he, me
Rec	Spr 2	1	Trad Tales	CHICKEN LICKEN	3	ar, ee, ow	me, we, you, they, all
Rec	Spr 2	1	Trad Tales	COOK, POT, COOK!	3	oo, air, oi, ow, oo, oa, igh, er, ear	was, all, me, her
Rec	Spr 2	1	Trad Tales	RIGHT FOR ME	3	igh, ee, or, air, oo, oo	me, they, my

Reception Summer 1

What's happening with reading this term?

In this term, children are consolidating letters and sounds they already know, and are gaining further practice with different word structures. The suggested books cover letters and sounds that have been learned so far. You should use the book on day 5 in class, and then use it for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. You can choose one, two or three books each week from the selection below – you don't have to use them all. For Weeks 4-6, you can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it have been previously taught.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Sum 1	1	LBB	LITTLE BLENDING BOOK 12 - PHASE 4		cvcc	said, so
Rec	Sum 1	1	PX Hero	BEN'S GIFT	4	cvcc	said, so, have, were, out
Rec	Sum 1	1	PX Hero	THE PEST	4	cvcc	said, so, have, were, out
Rec	Sum 1	1	Word Sparks	COOKING FOR MUM (Partner text)	4	cvcc	said, so, have, were, out
Rec	Sum 1	1	Word Sparks	WIND ROCKET	4	cvcc	said, were, out

Rec	Sum 1	1	HA Non Fict	A BAG OF LETTERS	4	cvcc	so, have, were, out, said
Rec	Sum 1	2	LBB	LITTLE BLENDING BOOK 13 - PHASE 4		ccvc	like, some, come, have
Rec	Sum 1	2	PX Hero	FLAG DOWN!	4	ccvc	like, some, come, there
Rec	Sum 1	2	PX Hero	UP, UP, DOWN	4	ccvc	like, some, come, there
Rec	Sum 1	2	Word Sparks	CARROT IN A SPIN (Partner text)	4	ccvc	like, some, come, there, little
Rec	Sum 1	2	Word Sparks	THE SWIMMING CONTEST	4	ccvc	like, come, there, little
Rec	Sum 1	2	HA Non Fict	STOP THE BUS	4	ccvc	like, some, come, there
Rec	Sum 1	3	Word Sparks	BACK TO THE TREES (Partner text)	4	ccvcc	one, do, when, what
Rec	Sum 1	3	Word Sparks	THE DEER & THE SNAIL (Partner text)	4	ccvcc	one, when
Rec	Sum 1	3	Word Sparks	FOOD HUNT	4	ccvcc	do, what
Rec	Sum 1	3	Word Sparks	IN THE BIG TENT	4	ccvcc	do, when, what
Rec	Sum 1	3	PX Hero	BAA-BEEP!	4	ccvcc	little, one, do, when, what
Rec	Sum 1	3	PX Hero	DIGGER ON THE RUN	4	ccvcc	little, one, do, when, what
Rec	Sum 1	3	PX Alien	CAT'S PAINTING	4	cvcc, ccvc, ccvcc	said, so
Rec	Sum 1	3	PX Alien	IT'S TOO HOT!	4	cvcc, ccvc, ccvcc	said, so
Rec	Sum 1	3	PX Alien	HELTER-SKELTER	4	cvcc, ccvc, ccvcc	have, like, some, come, were, there
Rec	Sum 1	3	PX Alien	FUNFAIR FUN	4	cvcc, ccvc, ccvcc	have, like, some, come, were, there
Rec	Sum 1	3	PX Alien	A SHOCK FOR NOK	4	cvcc, ccvc, ccvcc	little, one, do, when, out, what
Rec	Sum 1	3	PX Alien	GOAL!	4	cvcc, ccvc, ccvcc	little, one, do, when, out, what
Rec	Sum 1	3	HA Non Fict	NORA'S FARM	4	ccvcc	little, one, do, when, what
Rec	Sum 1	3	PX Phonics	IT ERUPTS	4	cvcc, ccvc, ccvcc	said, so, have, like, some, come

Rec	Sum 1	3	PX Phonics	THE PIT	4	cvcc, ccvc, ccvcc	said, so, have, like, some, come
Rec	Sum 1	3	PX Phonics	SHIP SHAPE	4	cvcc, ccvc, ccvcc	said, so, have, like, some, come
Rec	Sum 1	3	PX Phonics	ANT'S HAMSTER	4	cvcc, ccvc, ccvcc	were, there, little, one, do, when, out, what
Rec	Sum 1	3	PX Phonics	MAX'S ADVENTURE	4	cvcc, ccvc, ccvcc	were, there, little, one, do, when, out, what
Rec	Sum 1	3	PX Phonics	SUPER POWERS!	4	cvcc, ccvc, ccvcc	were, there, little, one, do, when, out, what
Rec	Sum 1	6	LBB	LITTLE BLENDING BOOK 14 - PHASE 4		ccvcc and cccvcc	were, there, little, one

Reception Summer 2

What's happening with reading this term?

In this term, children are introduced to some alternative spellings of sounds they have already learned. This content is recapped in Year 1. The suggested books consolidate the letters and sounds children have already learned in Phases 2-4, rather than the new spellings they are learning. Practice of the new spellings is available in the interactive whiteboard texts and apply sheets. You should use the book on day 5 in class, and then use it for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. You can choose one, two or three books each week from the selection below – you don't have to use them all. You can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it have been previously taught.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Sum 2	2	Trad Tales	HANS IN LUCK	4	oa, er, ow, oo, ar, igh, oo, or, ee	out, said, what, there, like, some, so, little
Rec	Sum 2	2	Trad Tales	THE FOOLISH FOX	4	ee, oi, igh, oo, or, ar, ow, oo, ear, ur	when, were, like, said, some, so

Rec	Sum 2	2	Trad Tales	THREE ROCKS	4	er, or, ow, oo, oo, ee, ur, oa	one, said, so, some, out, have, little
Rec	Sum 2	2	Trad Tales	TOM, DAD AND COLIN	4	cvcc, ccvc, cccvc	said, so, when, were, little

Year One Autumn 1 (weeks 1-3)

What's happening with reading this term?

For the first few weeks of term, you will be reviewing and recapping children's phonics knowledge. You should use your assessment of children's knowledge and skills to inform the choice of book.

Year One Autumn 1 (weeks 4-6)

What's happening with reading this term?

In the second half of term, children learn alternative spellings for sounds they have already encountered (or recap these if covered in Reception). The books provide practice for the groups of letter-sound correspondences learned that week. You should use the book on day 5 in class, and then use it for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. You can choose one, two or three books each week from the selection below – you don't have to use them all. For Weeks 5-6, you can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it have been previously taught.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Aut 1	4	PX Hero	BEN TO THE RESCUE	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people, Mrs
Year 1	Aut 1	4	PX Hero	MONSTER SPROUTS	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people, Mrs
Year 1	Aut 1	4	PX Alien	CLAWS	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people
Year 1	Aut 1	4	PX Alien	THE SEAGULL	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people
Year 1	Aut 1	4	Word Sparks	SCRUFFBAG (Partner text)	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people, Mrs
Year 1	Aut 1	4	Word Sparks	TOO MUCH PIE	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people, Mrs

Year 1	Aut 1	4	HA Non Fict	CLEANING UP	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people, Mrs
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Year One Autumn 2

What's happening with reading this term?

In this term, children learn alternative spellings for sounds they have already encountered. The books provide practice for the groups of letter-sound correspondences learned that week. You should use the book on day 5 in class, and then use it for reading practice (at school or at home) the following week. Three repeated reads are carried out in class, and the book should also be re-read as much as possible at home. You can choose one, two or three books each week from the selection below – you don't have to use them all. For Week 1 and Weeks 3-6, you can also choose books from earlier weeks. The children do not have to all have the same book, as long as the sounds contained within it have been previously taught.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Aut 2	2	PX Hero	STUCK TO THE ICE	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e, c	Mr, asked, here
Year 1	Aut 2	2	PX Hero	THE BOOSTERTRON	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e, c	Mr, asked, here
Year 1	Aut 2	2	PX Alien	MOLLY'S NEW TOY	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e	Mr, Mrs, looked, called, asked, could, here
Year 1	Aut 2	2	PX Alien	THE PARACHUTE	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e	Mr, Mrs, looked, called, asked, could, here
Year 1	Aut 2	2	Word Sparks	MR MILDEW & THE DUKE (Partner text)	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e	Mr, asked
Year 1	Aut 2	2	Word Sparks	THE CASE OF THE MISSING WHISK	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e	Mr, asked
Year 1	Aut 2	2	HA Non Fict	HELP TO WIN	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e	asked

Year One Spring 1

What's happening with reading this term?

In this term, children learn alternative spellings for sounds they have already encountered. The books provide practice for the groups of letter-sound correspondences learned that week. You should use the book on day 5 in class, and then use it for reading practice (at school or at home) the following week. For Weeks 1-3 and Weeks 5-6, you can also choose books from earlier weeks.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Spr 1	4	PX Hero	ATTACK OF THE ROBOT BUNNIES	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/	called, could, looked
Year 1	Spr 1	4	PX Hero	THE SUPER GLOOPER	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/	called, could, looked
Year 1	Spr 1	4	PX Alien	NOK HOMESICK	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/, /o/, /oo/	I'm, don't
Year 1	Spr 1	4	PX Alien	NOK'S LUNCH	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/, /o/, /oo/	I'm, don't
Year 1	Spr 1	4	Word Sparks	DIGGING INTO THE PAST (Partner text)	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/, /o/, /oo/	called, could, looked
Year 1	Spr 1	4	Word Sparks	THE BELL MONSTER (Partner text)	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea	called, could, looked

						/e/, er /ur/, ou /oo/, /o/, /oo/	
Year 1	Spr 1	4	Word Sparks	SPOTTED!	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /(y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/, /o/, /oo/	called, could, looked
Year 1	Spr 1	4	Word Sparks	WILD ART	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /(y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/, /o/, /oo/	called, could, looked
Year 1	Spr 1	4	HA Non Fict	TIME TO BAKE	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /(y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/, /o/, /oo/	called, could, looked

Year One Spring 2

What's happening with reading this term?

In this term, children learn alternative spellings for sounds they have already encountered. The books provide practice for the groups of letter-sound correspondences learned that week. You should use the book on day 5 in class, and then use it for reading practice (at school or at home) the following week. For Week 1 and Week 5, you can also choose books from earlier weeks.

YEAR	TERM	WEEK	Series	Title	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Spr2	2	PX Hero	PROFESSOR BOUNCE	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/, ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	by, very, once
Year 1	Spr 2	2	PX Hero	THE NOSY COOK	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/, ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	by, very, once
Year 1	Spr 2	2	PX Alien	AN AMAZING FIND	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/,	by, very, once

						ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	
Year 1	Spr 2	2	PX Alien	BLAST OFF	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/, ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	by, very, once
Year 1	Spr 2	2	HA Non Fict	PLANT FINDERS	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/, ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	by, very
Year 1	Spr 2	2	Word Sparks	THE ROLLERCOASTER (Partner text)	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/, ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	n/a
Year 1	Spr 2	2	Word Sparks	THE MISSING MEDAL	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/, ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	n/a
Year 1	Spr 2	3	Trad Tales	JACK AND THE BEANSTALK	5	/ai/ ai, a-e, ay, ey; /igh/ i, ie, i-e; /ow/ ow, ou; /w/ wh; /air/ ere, air; /m/ mb; /j/ g; /yoo/ u-e; /ee/ ea, ee, e, y; /oa/ ow, o-e, o; /oi/ oy, oi; /or/ aw, al, our; /e/ ea; /ur/ ir; /oo/ ew, ou	oh, asked
Year 1	Spr 2	3	Trad Tales	THE MAGIC PAINTBRUSH	5	/ai/ ai, a-e, ay, ey; /igh/ i, y; /ow/ ow, ou; /w/ wh; /j/ g; /ur/ (w)or; /ee/ ee, e, ie, y; /oa/ o; /or/ al, a, ough; /oo/ ue, ou; /e/ ea	looked, people
Year 1	Spr 2	3	Trad Tales	THE MOON IN THE POND	5	/air/ ear, ere; /ai/ ai, ay, a-e, ey; /igh/ igh, i-e, y; /ow/ ow, ou; /yoo/ u-e; /w/ wh; /ch/ tch; /ee/ ee, e, ea, y; /oa/ oa,	oh, asked, their, called

						ow, o, oe; al; aw; /ur/ (w)o	
Year 1	Spr 2	4	PX Hero	ICE CRYSTAL ROBBERY	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	house, love, here
Year 1	Spr 2	4	PX Hero	THE PROTECTO	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	house, love, here
Year 1	Spr 2	4	PX Alien	DON'T PRESS THE BUTTONS	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	house, love, here
Year 1	Spr 2	4	PX Alien	WORM SONG	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	house, love, here
Year 1	Spr 2	4	Word Sparks	MILDRED'S NEW JOB (Partner text)	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	n/a
Year 1	Spr 2	4	Word Sparks	THE MYSTERY PACKAGE	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	n/a
Year 1	Spr 2	4	HA Non Fict	A HORSE CALLED ED	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	n/a
Year 1	Spr 2	4	Trad Tales	OH, JACK!	5	/ai/ a-e, ay, ey; /igh/ i-e, y; /ow/ ow, ou; /w/ wh; /air/ ere, air; /ur/ ir; /e/ ea; /ee/ ea, ee, e, ey, y, ie; /oa/ ow; o-e, o, ou, /oi/ oy; /or/ aw, al, our; /z/ se	oh, Mr, Mrs, looked, called, people
Year 1	Spr 2	6	PX Hero	DANCING DANGER	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e,	n/a

						y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	
Year 1	Spr 2	6	PX Hero	INVASION OF THE BUNNY- WUNNIES	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	n/a
Year 1	Spr 2	6	PX Alien	SPACEWALK	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	your, put
Year 1	Spr 2	6	PX Alien	THE JUNK CRUNCHER	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	your, put
Year 1	Spr 2	6	Word Sparks	LET'S SING! (Partner text)	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/	n/a

						si, /(y)oo/ ew, u-e, ue	
Year 1	Spr 2	6	Word Sparks	THE COTTON WEAVER (Partner text)	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	n/a
Year 1	Spr 2	6	Word Sparks	ANIMAL FAMILIES	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	n/a
Year 1	Spr 2	6	Word Sparks	BAKES AND CAKES	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	n/a
Year 1	Spr 2	6	HA Non Fict	CONSTRUCTION STARS	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	your, put

Year One Summer 1 & 2

What's happening with reading this term?

In these terms, children should continue to practise and extend their reading skills using books that cover the main letter-sound correspondences and alternative spellings/ pronunciations.

Additional Books for Summer 1

Story Sparks	inFact
<i>PIP, LOP, MIP, BOP AND THE BUMBLES</i>	<i>FESTIVAL OF COLOURS</i>
<i>SNOOT'S BIRTHDAY SURPRISE</i>	<i>ROBOT ZOO</i>
<i>TOMORROW NEVER COMES</i>	<i>BIRD SOUNDS</i>
<i>THE NIGHT KNIGHT</i>	<i>ERIK'S VIKING ADVENTURE</i>
<i>SOMETIMES MUM IS SILLY</i>	<i>CAN FISH FLY?</i>
	<i>ONE POTATO, TWO POTATOES</i>
	<i>ANT</i>

Additional Books for Summer 2

Story Sparks	inFact
<i>DEAR MUM</i>	<i>DEEP DOWN WEIRD</i>
<i>BAD DOG, GROWLY</i>	<i>PERFECT PETS</i>
<i>SNOOT</i>	<i>ZOOM OUT</i>
<i>MY SABRE-TOOTH PET</i>	<i>PONY FOR A DAY</i>
<i>HOW THE BINK GOT ITS STINK</i>	<i>WHO EATS WHO</i>
<i>LOOGA AND BAROOGA AND THE</i>	<i>EDWARD LEAR'S SCRAPBOOK</i>
<i>TREASURE OF SOAP ISLAND</i>	

NB

- Hero Academy Fiction, Alien Adventures and Project X Phonics have character names which are treated as high-frequency words in the books; it would be sensible to pre-teach these. These names are frequently repeated and quickly become familiar (as HRS words) and so we have included them in these stories. The following names are used in the Project X Hero Academy books before the GPCs become decodable:
 - *Mrs Molten*
 - *Ben*
 - *Slink*
 - *Jin*
 - *Magnus*
 - *Mrs Butterworth*
- The following names are used in the Project X Alien Adventures and Project X Phonics books before the GPCs become decodable:
 - *Max*
 - *Tiger*