



# Learning to read at Great Sampford



**“Parents can instil a love of reading long before a child goes to school and deepen that love of reading as the child grows up.”**

**Enjoy reading with your child and help them become lifelong readers.**

‘Phonics’ is a way of teaching children to read. In phonics lessons, children are taught that letters correspond to sounds. Learning this ‘code’ enables children to identify each sound in a word before blending these together to read or write whole words. The more sounds that children know, the more words they will be able to ‘decode’.

At Great Sampford we use the Twinkl phonics scheme to ensure that children learn all the possible letter-sound combinations that they will need. This scheme progresses in a methodical, step-by-step way so that children can quickly begin to read and write words by themselves.

We follow the guidelines of the Twinkl phonics scheme. We use ‘Rhino Readers’ books to keep the focus on phonics, with clear progression and support for children’s early decoding skills as they move through each level. This method ensures children only read the sounds and tricky words they’ve already learnt. We have matched other books to fit with the levels 2 - 6 to ensure that the children are able to use the phonics they have been taught to read them.

Children also have access to the Rhino Readers App with the whole library of books, wherever you go. Access the latest exciting books as they’re released each month. The user profiles and content controls allow the teachers to select books from the library for children to read at their own pace. The app even remains fully accessible offline, making Rhino Readers truly unstoppable.

Our decodable books match up with Levels 2-6 of Twinkl Phonics with each level split into three ‘sub-levels’ - a, b and c.

- Your child’s teacher will teach a set (or sets) of letter sounds and tricky words in phonics lessons.
- A book (or recommended level) will be suggested or given to your child to read that includes the recently taught phonics.
- Your child will read several books at this level to practise and consolidate this recently taught phonics. They will also develop fluency and comprehension skills by reading several books at the same level.
- Meanwhile, your child’s teacher will begin to teach the next set (or sets) of letter sounds and tricky words.

- When your child has secured their learning, they will progress onto the next sub-level (as recommended by the teacher).

As some levels last a lot longer than others, your child may stay on some sub-levels for a while. Different children will be ready to move up at different points, too.

Twinkl Phonics Level	Rhino Readers books	Year Group (schools in England)	Age of Children
Level 2	2a	Reception	4-5 years
	2b		
	2c		
Level 3	3a	Reception	4-5 years
	3b		
	3c		
Level 4	4a	Reception	4-5 years
	4b		
	4c		
Level 5	5a	Year 1	5-6 years
	5b		
	5c		
Level 6	6a	Year 2	6-7 years
	6b		
	6c		

**This is just an overview. Every child progresses at their own pace.**

### **A Word of Caution**

You will not be doing your child any favours if you rush them through the book levels. It is not a race, it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc. at different rates. Reading must not be treated as a competition. If children are rushed through the books they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will put them off reading!

## **Things to Remember**

Do hear your child read every day - little and often is more beneficial than a long session once a week.

Think about how long you are reading for - the amount of reading time shouldn't exceed your child's span of attention (usually age plus two minutes).

Pick your timing carefully - it's best not to embark on a reading session when your child is tired.

Every child is an individual - try not to compare your child's progress with other children or with brothers and sisters.

## **How to support your child with their reading**

- Use the front and back cover to talk about what the book might be about. The text on the back cover - called the 'blurb' - helps introduce the book to the reader.
- If your child isn't familiar with the subject or setting, this might also be a good point to explain a bit more about it to them.
- Don't give away too much, though - it's fun for children to learn about something for themselves!
- Practise blending the sounds together to read some of the words your child will come across in the book.
- Check that your child can recognise the tricky words. These are words that can't be fully decoded yet so if your child needs help, read the whole word to them.

## **Talk about the Book as You Go**

It's important that children get the chance to think and talk about what they read, as they read it. Try to pause for a quick discussion every couple of pages or so.

You could ask them to:

- answer a question;
- give an opinion;
- explain what they have found out;
- try rereading a section so it's smoother and more fluent;
- explain what a word means.

This kind of 'talking around the book' helps children make sense of what they've read so they don't fall into the trap of reading fluently but without good comprehension.

## **Build Fluency with Rereading**

When your child first tackles a book with phonics that they have recently learned, their main focus will likely be on decoding the words and getting the blending right.

However, if they reread the book they'll be much more familiar with the sounds and will be able to concentrate more on fluency and comprehension. That's why reading a book more than once can be really helpful.

You'll likely find that as they read more books from a sub-level their fluency will improve but once they move up to the next sub-level, the process of getting the phonics correct and becoming fluent needs to start again. This is a very normal part of becoming a

fluent reader. If you're worried about your child's fluency or their understanding of what they read, speak to their class teacher.

### What else can you do?

- drawing their attention to print and text around them in the environment, like notices and signs, to show them that reading is a part of everyday life;
- letting them see you read to show them that it's a valuable and fun activity;
- reading books to them that they can't yet read themselves - many children will be able to follow and understand stories that are too hard for them to read yet;
- visiting a library;
- leaving books around and visible, rather than tidy and tucked away;
- playing first sound games (like I Spy, using the sound rather than the letter name) and other word games;
- listening to audiobooks
- reading on devices - this can be a nice change from reading printed books.
- Remember - keep activities short and fun and keep modelling that you love reading, too!

### Wordless books (Black)

For children who have very little experience of books. They are wordless books and have only illustrations throughout.

- Talk about the pictures together
- Learn new words
- Begin to retell the story shown

Level 2a	
Focus Graphemes	Tricky words
s, a, t, p, i, n, m, d, g, o, c, k	n/a

Level 2b	
Focus Graphemes	Tricky words
e, u, r, h, b, f, l, ck, ss, ll, ff Other adjacent double consonants, e.g. egg	to, the, l, no, go

Level 2c	
Focus Graphemes	Tricky words
Level 2 consolidation	All previous words

### Level 3a

Focus Graphemes	Tricky words
j, v, w, x, y, z, zz, qu, ch, sh, th (voiced), th (unvoiced), ng	he, she, we, me, be, was

### Level 3b

Focus Graphemes	Tricky words
ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	my, you, they, here, all, are

### Level 3c

Focus Graphemes	Tricky words
Level 3 consolidation	All previous words

### Level 4a

Focus Graphemes	Tricky words
Words with adjacent consonants without level 3 digraphs and trigraphs (CVCC and CCVC words)	said, so, have, like, come, some

### Level 4b

Focus Graphemes	Tricky words
Words with adjacent consonants including level 3 vowel digraphs and trigraphs	were, there, little, one, do, when, out, what

### Level 4c

Focus Graphemes	Tricky words
Polysyllabic words containing adjacent consonants and words containing three adjacent consonants	All previous words

### Level 5a

Focus Graphemes	Tricky words
<p>New spellings: ay, oy, ie, ea, a_e, e_e, i_e, o_e, u_e, ou</p> <p>Long vowel sounds: a, e, i, o, u</p> <p>'ch' saying /c/ (e.g. school) 'ch' saying /sh/ (e.g. chef)</p>	<p>could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through</p>

### Level 5b

Focus Graphemes	Tricky words
<p>soft c, soft g</p> <p>New spellings: ir, ew, ue, aw/au, ow/oe, wh, 'y' saying /ee/ 'ea' saying /e/ 'ph' saying /f/</p>	<p>work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before</p>

### Level 5c

Focus Graphemes	Tricky words
<p>'ie' saying /ee/ 'tch' saying /ch/ 'are'/'ear' saying /air/ 'ore' saying /or/</p>	<p>January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know</p>

### Level 6a

Focus Graphemes	Tricky words
<p>'y' saying /igh/ 'dge'/'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/ 'le' saying /l/</p>	<p>four, eight, world, poor, great, break, steak</p>

### Level 6b

Focus Graphemes	Tricky words
<p>'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ (e.g. lamb) 'a' and 'al' saying /or/ 'o' saying /u/</p> <p>Words ending in '-ture'</p>	<p>busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, group, England, tongue, country, heart, dangerous</p>

## Level 6c

Focus Graphemes	Tricky words
or' saying /ur/ (e.g. world) 'a' saying /o/ (e.g. watch) 's' saying /zh/ (e.g. usually) Words ending in '-tion'	special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early

### Turquoise book band

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 5 or 6 sentences per page.

- Take meaning from the text while reading with less dependence on illustrations
- Approach different genres with increasing flexibility
- Use punctuation and layout to read with a greater range of expression and control
- Sustain reading through longer sentence structures and paragraphs
- Tackle more complex words using known vocabulary, phonic knowledge and syllables
- Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

### Purple book band

Children might read silently or quietly at quite a fast pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

- Look through a variety of texts with growing independence to predict content, layout and story development and make full use of non-fiction layout
- Read silently or quietly at a faster pace, taking note of punctuation and using it to keep track in longer and more complex words
- Solve most unfamiliar words while reading by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Understand how some literary effects are used by writers
- Use reading to extend speaking and writing vocabulary and syntax
- Find and understand information in non-fiction texts

### Gold book band

Children might read silently or quietly at quite a fast pace, taking note of punctuation. Usually about 25 pages with up to 10 sentences per page.

- Look through a variety of books with growing independence to predict content and story development and make full use of non-fiction layout
- Read silently or quietly at a faster pace, taking note of punctuation and using it to keep track of longer sentences

- Solve most unfamiliar words while reading by blending long vowel phonemes, recognising and using them in longer and more complex words
- Flexibly adapt to fiction, non-fiction and poetic language
- Understand how literary effects are used by writers
- Use reading to extend speaking and writing vocabulary and syntax
- Find and understand information in non-fiction

### **White book band**

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually no more than 30 pages and about 10 sentences per page.

- Read silently most of the time
- Keep interest in longer texts, returning to it easily after a break
- Use text more fully as a reference and model
- Search for and find information in texts more flexibly
- Notice the spelling of unfamiliar words and relate to known words
- Show increased awareness of vocabulary and precise meaning
- Express opinions (and give reasons for them) about what is read and compare texts
- Offer and discuss interpretations of text
- Comment on main characters and how they relate to each other
- Suggest alternatives or extensions of events and actions
- Discuss feelings created by stories
- Retelling of stories is balanced and clear

### **Lime book band**

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages.

- Begin to read reflectively and to understand meanings beyond the literal meaning
- Refer to text to support own ideas
- Distinguish main points from examples; fact from opinion
- Create key questions and words for searching and use several sources of information
- Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective reading for fuller comprehension
- Compare/contrast work from more than one source
- Read aloud with expression and intonation using punctuation
- Pupils can refer to text layout and organisation
- Pupils show some awareness of the point of view of the author
- Beginning to sustain narrative and investigative reading

### **Ruby book band**



Books will have chapters. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually with a word count of 2000 - 3500 to challenge and encourage reading stamina.

- Recognise the use of and variety of longer sentences, some of which may begin with subordinate clauses or -ing verbs
- Beginning to use some language variation, such as some archaic constructions, sarcasm and tongue-in-cheek dialogue
- See the more sophisticated relationship between the narrator and the reader.
- Interpret more sophisticated word-play and puns
- Distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- Understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot.
- Recognise the use of different sentence types for specific purposes, including some use of passive voice
- Recognise the use of more sophisticated punctuation marks, including parenthetical commas, hyphens and brackets
- Understand the increased use of similes and metaphors as well as language features such as alliteration
- Explain a character's motivations
- Discuss the points of view of the characters and the narrator
- Have a better understanding with a range of narration styles

### **Emerald book band**

Books will have chapters. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually with a word count of 4000 - 5500 to develop reading stamina further.

- Understand the tension created by interaction between sentence structure, vocabulary and paragraphs
- Recognise fronted subordinate clauses to exert subtle control over the information given to the reader
- Recognise increased use of figurative language and imagery, including personification
- Have a greater distinction between the narrator and the characters gather information from more than one place in the text and use inference based on what is shown rather than being told which allows for greater complexity in building character and setting.
- See the use of naïve or inconsistent narrators, leaving the reader to do more work
- Understand a wider variety of language acts (including exaggeration, sarcasm, idioms, etc.)
- Use of 'technical language' within the context of the book
- Synthesise information from different places in a text
- Beginning to recognise how layers of meaning allow for the build-up of humour or tension
- Able to discuss how the author has achieved these effects.
- Begin to use deduction and inference with more mature fiction and poetry

- Begin to understand how an author develops: plot, characters, meanings beyond the literal, figurative language
- Distinguish fact from opinion, point from example, relevant from irrelevant
- Select key points of a text and summarise
- Can refer to the impact of structure and organisation of texts
- Can refer to text to explain their views
- Identify themes
- Identify impact of word choices
- Secure the skills of skimming and scanning
- Pupils can identify the purpose of a text

### **Diamond book band**

These books can take many forms and can be chosen from school or home.

- Find cumulative evidence across a text to support a point or discussion
- Infer the meaning of unfamiliar literary language or vocabulary
- Discuss features of the author's style and spot links between style and content
- Discuss the effectiveness of the ways in which the author achieves effects and manipulates readers' relationships with the characters and events
- Show sensitivity to the writer's use of language and imagery and articulate how it influences their response
- Recognise the author's viewpoint on different themes in the book
- Trace the development of an idea through the book, whether it is articulated through events, language or structure.
- Understand more sophisticated plots
- Begin to understand some symbolism, where the author builds on the anticipation of the reader's reactions and associations
- Recognise how the dialogue is used to create character and develop the plot
- Recognise episodic events in the book, accumulating towards a significant event
- Understand the use of suspense and tension, which is built in increasingly sophisticated ways
- Remember and understand different elements in the story as they combine together at the climax
- Control of pace through sentence and paragraph length

## Home support

Children should have daily exposure to books to help them progress in their reading. This could involve: the child reading, an adult or older sibling reading to them, reading the shopping list or even answering questions about a variety of topics. The reading curriculum is challenging but we believe it's achievable for our hardworking pupils. We need you to help your child by listening to them reading and asking questions about what they have read, using this guide to help you. It is really important that you sign the reading diary with comments. We are happy for your child to change books on daily basis if your child selects a short book. For longer books we would allow up to a week. It might be that your child is simply not enjoying the book, therefore they may change it accordingly. In addition to this, your child will also bring home a library book of their choice which is designed to enrich their reading experience. We appreciate your continued support in helping the children to make progress with their reading.

## Glossary

**Blending** - to bring together individual sounds to pronounce a word.

**CVC words** – a word that is made up of a consonant, vowel and consonant. Cat, hot, tip, man and hut are all CVC words.

**Deduction** – understanding something using evidence from the text.

**Expression** – showing the feeling of what is being read.

**Figurative language** – using figures of speech to be more effective or persuasive for example: metaphors and similes.

**Fluent/fluently** – the ability to read with speed, accuracy and expression.

**Genres** – a book category e.g. adventure, science-fiction.

**Inference** – using evidence from the text along with what you already know to find an answer.

**Intonation** – the pattern or melody of pitch changes in speech.

**Literal meaning** – the obvious meaning of a word or phrase (the opposite to figurative).

**Literary effects** – typical structures used by writers to show meaning.

**One-to-one correspondence** - matching an object to an object (e.g. a written word to a spoken word).

**Phonemes** – a speech sound (part of a word).

**Phrasing** – pausing or stopping when reading to chunk the text into meaningful phrases.

**Plot** – the events that make up a story.

**Pronunciation** – the way a word is said.

**Sentence structures** – the way a sentence is arranged.

**Syllables** – a unit of sound which forms part of a word.

**Syntax** – the sequence in which words are put together to form sentences.