



Love Reading

Alvaston Infant and Nursery School
Reading Book Progression



Reading Book Progression

Lilac Stage 1

These texts are used to introduce children to the conventions of a book. They will begin to understand how a story works by using the illustrations to create their own meaning of the story. There is little to no text provided. This gives children the opportunity to use the pictures to tell their own story – encourage story language and vocabulary, eg 'Once upon a time ...'. Here, adults can provide support for the children by asking them open questions to encourage discussion and highlighting important parts of the illustrations. Children may also begin to predict what might happen next in the text, showing an awareness of comprehension of the text as a whole.

Texts at this stage:

- Tell a Story Picture Books
- Biff and Chip Stories
Picture Books 'Explore'
- Project X Picture Books

Pink Stage 1+

Texts at this stage begin to introduce the children to words and phrases, matching to the children's developing phonological awareness. At this stage, adults can support the children's development by carefully matching the texts they choose to the sounds that the child is working on. Books in this stage focus on phase 2 of phonics. It is important to ensure that although children will be working hard to decode words in the text, they are provided with lots of opportunities to discuss the text to ensure that they are understanding the meaning of the words working together. Adults may also spend time discussing the features of a text including the title, front cover, blurb and page and model to the children how to be respectful of books.

Texts at this stage:

Floppy's Phonics Letters and Sounds- These books introduce the children to a range of sounds matched to their developing phonics ability. Each page focuses on a sound(s) and there are opportunities for the children to identify objects in the illustrations which use these sounds.

1- S, A, T, P 2- I, N, D, M 3- G, O, C, K 4- CK, E, U, R 5- K, B, F, FF. 6- L, LL, LE, SS

- Project X- These texts have similarities to comics and often. Boys tend to enjoy these more!
- Phonics Bug- Phase 2- The Phonics Bug scheme allows children to apply their knowledge to simple texts where they can develop both their decoding and comprehension skills together. Set 1-2 S, A, T, P, I, N, M, D. Set 3-4 G, O, C, K, CK, E, U, R
- Dandelion Launchers and Readers- Units 1,2 &3- At this stage, the difference between the 'Launchers' and 'Readers' is minimal. Unit 1- S, A, T, I, M Unit 2- N, O, P. Unit 3- B, C, G, H
- Songbirds- These texts are written by Julia Donaldson. Do the children know this author? This is worth mentioning as a familiar author who wrote The Gruffalo.
- ORT Traditional Tales- Children should be able to recognise some of these familiar texts. Encourage the children to make links between these texts, their own experiences and similarities and differences between other traditional tales that they may know.
- Read with Biff, Chip and Kipper
- Floppy's Phonics Fiction
- Phonics Bug- Phase 2- Set 5- H, B, F, FF, L, LL, SS
- ORT Non-Fiction- Non-fiction texts can often be more difficult for some children to read as they are exposed to more technical language and the texts have different conventions to a typical story book. Spend time introducing the children to the key features of this genre such as the contents page, index and glossary (if they have these features) Note how these books differ from a fiction book as they are telling us 'real information'. Opportunities to infer information from the photographs and illustrations as well as from the text. Text generally represented in short sentences and/or captions and labels.

Reading Book Progression

Red Stage 2

This stage follows the children's phonological awareness as they move into Phase 3 Phonics. As the stage progresses, the children are introduced to more complex texts which match their phonics needs, whilst introducing longer words (CVCC, CCVC etc) and longer texts. It is important not to rush the children through this stage as there are a vast range of texts which can meet their phonological needs, whilst supporting their developing reading comprehension skills. Adults can support children here by carefully

considering where they are in their phonics development but also by ensuring that children are fully understanding what they are reading. Encourage children to use their phonics to decode unfamiliar words and encourage them to use the illustrations to support their comprehension of the text.

Texts at this stage:

- Floppy's Phonics Letters and Sounds 7-12- 7- J, V, W. 8- X, Y, Z. 9-ZZ, QU, CH. 10- SH, TH, NG. 11-DGE, VE, WH 12- CKS, TCH, NK
- Dandelion Launchers Unit 4-8- Launchers are simpler texts which allow the children to focus on their decoding skills over comprehension skills. 4- D,E,F,V 5-K, L, R, U. 6- J, W, Z. 7- X, Y, FF, LL, SS, ZZ. 8- CVCC & VCC
- Phonics Bug- Phase 3- Sets 6 & 7 - 6- J, V, W, X. 7- Y, Z, ZZ, QU
- Dandelion Readers- Units 4-8- These texts mirror the same progression of sounds as the launchers; however, these texts are more complex than the launchers and allow the children to apply their established phonics knowledge so that they are able to focus on developing their comprehension.
- Dandelion Launchers Units 9-15 9- CCVC. 10-CCVCC 11- CH 12- SH. 13- TH 14- CK/WH 15- NG
- Phonics Bug- Phase 3- Set 8 CH, SH, TH, NG
- Songbirds – well known author Julia Donaldson as above
- ORT Traditional Tales
- ORT Floppy's Phonics Fiction
- Read with Biff, Chip and Kipper- These texts are more difficult to read and there are prompts throughout which adults can use to support the child's comprehension development.
- ORT Decode and Develop
- Dandelion Readers 9-15
- Phonics Bug- Phase 3- Set 9 ai, ee, igh, oa, oo/ oo.
- Dandelion Readers Level 1- This series introduces the vowel digraphs with one digraph introduced in each book. These could be used to target identified gaps in the children's knowledge.
- ORT Floppy's Phonics Non-Fiction- As these books are more difficult, some children may have a non-fiction text alongside a fiction text. This will allow them to enjoy a non-fiction text which they may share with an adult whilst feeling empowered by reading a text which is manageable to them.

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Yellow Stage 3

In stage 3, children will continue to develop their phonological knowledge of phase 3

of phonics and they will also be introduced to phase 4 as they become aware of consonant clusters (blends) e.g. string, bring milk, stamp. These blends are often difficult for the children to hear and adults may support the children with their decoding of these graphemes. Adults can support the children at this stage by ensuring that children are recapping the sounds that they have previously been introduced to. If gaps in knowledge are identified, intervention should be put in place to fill these gaps rapidly. As always, adults should support the children's reading comprehension by regularly checking their understanding of a text. This may be achieved through regularly asking retrieval questions after a couple of pages or making predictions of what might happen next. Also, check the children's understanding of unfamiliar vocabulary as this may be a barrier to their comprehension.

Texts at this stage:

- ORT Floppy's Phonics- Non-fiction
- Songbirds- Consonant Clusters
These stories follow in a progression and should be read in order.
- ORT Traditional Tales and ORT- First Phonics *These texts' main focus is to develop the children's reading of 'tricky words'.*
- Phonics Bug- Phase 3- Set 10- ai, ee, igh, oa, oo
- Project X

Blue Stage 4

Stage 4 allows children to apply and consolidate their knowledge of the previous phonics phases, continue to develop their awareness of consonant blends of phase 4 phonics and be introduced to some of the alternative

graphemes of phase 5 phonics. As children enter this stage, their reading skills will have developed considerably, and they should now be able to read an increasing number of familiar words by sight, including tricky words. Children will still apply their decoding skills to read less-familiar words. This may take place overtly, however, as confidence grows, children should be able to decode these words in their heads. Adults can support children at this stage by encouraging the children to become more confident readers, where they may take greater risks when reading by sight. Reading comprehension will take a crucial part at this stage, as texts begin to build on one another throughout certain schemes. Adults need to ensure that in these schemes, books follow the progressive order as listed on the reverse of the books, so that the children understand the series of texts.

Texts at this stage:

- ORT Floppy's Phonics Fiction- CCVCC words
- Floppy's Phonics Non-Fiction - Children will need to continue to be taught about the features of a non-fiction text, showing how it can be read in any order depending on the interest. Children will be introduced to headings/sub-headings as well as images/captions.
- Songbirds- These texts should be read in order so that the children can understand the progression of the story and character.
- Project X
- Phonics Bug- Phase 4- Set 12- Consolidation of previously learned sounds, CCVCC words and tricky words.
- ORT Read with Biff, Chip and Kipper
- Dandelion Readers - Level 2- At this level, children will see alternative graphemes for the same phoneme within each text. These are listed on the top of the front cover.
- ORT Stories- Trunk Stories 1-6: These texts should be read in order so that the children can understand how the characters and stories progress and ORT Traditional Tales.
- Dandelion Readers- Units 17-20

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Green Stage 5

In stage 5, children will continue with phase 5 phonics where they will be alternative grapheme-phoneme correspondences as well as further digraphs and trigraphs, including split digraphs. At this stage, children will be able to read many words by sight, using their decoding skills to decode unfamiliar words- this will often be in their heads. Children should continue to develop their comprehension skills alongside their decoding skills. If a child is struggling to decode rapidly, this will have a negative impact on their comprehension of the text, and they may need to re-visit a different stage. Equally, if a child is reading fluently due to their secure phonic knowledge, ensure that their comprehension skills match this and if not, time should be spent developing these skills before moving onto further stages where texts will become increasingly difficult for them to understand.

Texts at this stage:

- Read with Biff, Chip and Kipper
- Songbirds- alternative grapheme- phoneme correspondences
- Floppy's Phonics Non-Fiction- As non-fiction texts begin to cover increasingly difficult concepts, a key focus at this stage will be ensuring that the children understand the language that is being used. Adults should frequently ask children to explain what unfamiliar words mean. If the child is unsure, consider the strategies that could be used to gather meaning e.g. comprehension of the text read so far, images and captions, what does it sound like/remind you of or use the glossary (which is a key skill for the children to learn).
- Phonics Bug- Phase 5- Sets 13-16
- Dandelion Readers Level 3- These texts will cover 4/5 alternative graphemes for each digraph.
- ORT Decode and Develop
- Project X
- ORT Biff and Chip Stories- consider the progression that these are read in so that the child is able to follow the story line of the texts in this scheme.
- Phonics Bug- Phase 5- Sets 21-25

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Orange Stage 6

As children move onto stage 6, their reading skills are rapidly developing and they are becoming increasingly fluent, reading most words by sight and decoding others which are unfamiliar. Children should be able to freely discuss the text that they are reading, answer many questions and make inferences, which will demonstrate their understanding of a text. Throughout this stage, children will become increasingly independent and as they progress, they may begin

to choose their own text. They should be taught where to find their stage, how to put the books back on the shelf neatly and how to follow the progression of the stories using the reverse of the book (e.g. Songbirds and ORT Trunk Stories). Teachers may also decide that children are ready to begin writing in their own reading diaries, if they are reading alone at home or at school. They should be encouraged to write a comment of how they found the text and note the page number they are on. School staff should monitor this carefully and ensure that they are still spending time reading with their adults.

At stage 6, Songbirds texts are good place to start as the texts remain manageable for the children so they can balance their word reading and comprehension skills. These, along with the ORT Trunk Stories, should be read in order. Non-fiction books may be slightly more difficult, and children may wish to have alternate between fiction and non-fiction or have one of each, which they can read at their own leisure.

Stage 2: Songbirds

The Odd Pet
Miss! Miss!
This and That
Fish and Chips
Singing Dad
Doctor Duck

Stage 3: Songbirds

The Big Match
The Shopping List
Gran is Cross
The Trunk and the Skunk
The Scrap Rocket
Splash and Squelch

Stage 4: Songbirds

Queen Anneena's Feast
Spike Says
The Wrong Kind of Knight
Moan, Moan, Moan!
The Snake and the Drake
Tadpoles

Stage 4: ORT Trunk

House for Sale
The New House
Come In!
The Secret Room
The Play
The Storm

Stage 5: Songbirds

Sue Kangaroo
The Cinderella Play
Usman's Books
The Upside-down Browns
Leroy
No Milk Today

Stage 5: ORT Trunk

The Magic Key
Pirate Adventure
The Dragon Tree
Gran
Castle Adventure
Village in the Snow

Stage 6: Songbirds

Tara's Party
Paula the Vet
Where Were You, Bert?
Clare and the Fair
The Deer and the Earwig
Jack and the Giants

Stage 6: ORT Trunk

In the Garden
Kipper and the Giant
The Outing
Land of the Dinosaurs
Robin Hood
The Treasure Chest

Stage 7: ORT Trunk

Red Planet
Lost is the Jungle
The Broken Roof
The Lost Key