



Reading at Blandford St Mary

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Banded Books

- All children will have a banded book so that they are reading books at their level. This includes books following the ELS phonics progression (see Appendix 1) and the book-band levels chart (see Appendix 2).
- To ensure children are reading appropriate texts, those in YR-Y2 will be heard individually (not as part of GR) once a week by teacher/TA/adult and this will be recorded in their homework diaries under Teacher comments (please note, this is not an expectation for KS2). Children in Y3-6 will be heard individually at least once a half term (this is because WCGR in these year groups means that children are reading aloud more frequently than in KS1) and their book band level is checked half-termly and logged on Insight.
- Children who are not working at the EXS (KS1 and KS2) read more than once a week as part of the intervention programme (this could be to teacher/TA/reading partner/volunteer).

Reading for Pleasure – Reading to the class

- There must be reading aloud of high quality, age-appropriate texts to children at least 4 times a week for 20 minutes.
- This will include ‘class-readers’ where the teacher/TA/adult reads, to foster positive attitudes about reading and model fluency. The books should include a range of genre – fiction, non-fiction and poetry each half term.

Reading for Pleasure – Children’s own books

- All children will have an additional book that they can read as well as their banded book. This can be from the school library, the class book-corner, the town library or their own collection. Please note, children should still read books that are of an appropriate level.

Reading Log

- This is recorded weekly (at least) by children at the back of the reading book for years 3 to 6. The record is divided into two columns: book-band book and reading for pleasure. This provides an overview of children’s interest and progress in reading. This record is monitored each half-term by teachers to ensure children are reading a variety of books – fiction, non-fiction and poetry. A line is drawn under each half term and the teacher initials to show monitoring has taken place. Children who are not reading a variety of books are encouraged to do so the following half-term.

Whole Class Guided Reading

- Guided reading takes place every day for 25 to 30 minutes.
- In Years 2 to 6, Guided Reading is in the form of a whole class approach.
- A range of fiction, non-fiction and poetry is used across the year.
- Children in Years 3 to 6 record WCGR answers in their Reading Comprehension books. Written responses are collected as a whole class in Year 2 at the beginning of the year, progressing to children’s own books by the end of the Autumn term.
- We discuss the texts using the content domains of the VIPERS acronym: vocabulary, infer, predict, explain, retrieve and summarise/sequence (see Appendix 3 for VIPERS links to the National Curriculum).
- There is progression in questioning for reading, using the guidance from Vipers for each year group.

What a typical WCGR session looks like

1) Reading for fluency – EVERY LESSON

There are many techniques which can be used:

Teacher model read (fluency strategy - modelling) Teacher reads the whole text to the children to model intonation and phrasing. Children track text as the teacher reads using their finger or ruler. (Also used to increase pace of the lesson – after an individual or choral read, or to regain fluency of a text or model expression).

Jump in read (engagement strategy) e.g. ‘jump in Nick’ which should be done through cold calling to increase engagement and be for no more than a few lines at a time. For LA readers give them the part of the text you will ask them to read in advance and practice this together before the lesson.

Group read (engagement strategy) A group or whole class read the text together. This also includes when the teacher stops reading and expects the whole class / group to carry on reading the text.

‘Me then you’ read (fluency strategy) Say a line in particular that exemplifies an area of fluency you want them to practice. Get them to copy (echo) the line back until the automaticity, intonation, rhythm and phrasing and smoothness is just right. This should be done slowly and emphasis should be on pronouncing words accurately, especially the ends of words.

For **early readers** this should focus mainly on responding to punctuation.

Novice and growing expertise readers need to respond to punctuation and pausing as well as intonation.

Line by line read (engagement strategy) children read the text in pairs, a line each.

2) Vocabulary Work – EVERY LESSON

Teacher should identify words which children may not know to discuss. Ideally 3 words for younger children and up to 5 words for older children. New vocabulary should be shared with a clear, short definition. Do NOT ask the children what they ‘think’ the word means. Teach them the correct definition from the outset. These words will then be ‘noticed’ again as they appear in content in the text in the next lesson(s).

This can be done before or after reading. It’s nice to mix it up. It can be done orally or as a written task as part of the VIPERS section.

3) Retrieval Skills - EVERY LESSON

Each lesson should have 3-5 retrieval questions. These should be simple enough to answer and mark within 5 minutes maximum. This will usually be done orally, perhaps writing answers on whiteboards to show, but can be the focus of a lesson occasionally in order to write answers down.

4) VIPERS Skills

Throughout a unit of work, teachers should choose appropriate questions for discussion using VIPERS skills. Over a whole unit, the full set of VIPERS should be discussed. (See separate documents on Year specific VIPERS reading skills.)

5) Book Talk - EVERY LESSON - Just talk about the text!

This should be done orally, although teachers of novice and growing expertise readers may choose to get children to ‘stop and jot’ on a whiteboard so they can collect information as to how many in the class have understood a salient point in the text.

Key questions to use:

Who (who the new characters are; how are they related to others; who is speaking; who is there at any one part of the story) basic retrieval

What has just happened in this paragraph / chapter / story so far (sequencing and summarising)

When the narrative is now set, where there are changes in time. This can sometimes be an essential question in non-linear narrative. (retrieval/inference)

Where the characters are; where have they come from/going retrieval/inference)

Why (a character has acted a certain way) retrieval/inference/summarising)

These simple questions will show how well children have understood the text overall.

Other questions include:

Does it remind them of other texts they know?

What did they like/not like?

What surprised them?

What did they think about the characters?

Would they have changed anything (e.g. the ending)?

A key part to instil a love of reading is to talk about texts/books.

A non-fiction text within a unit of work takes more than one day. In this example, using a Literacy Shed, VIPERS text, the text would take 3 or 4 days.

Day 1 – Focus on reading the text for fluency, over and over. Throw in some key vocabulary and retrieval (verbally).

Day 2 – Read the text again for fluency, more than once, focus on Retrieval questions and more Vocabulary (written). Perhaps include another VIPERS skill.

Day 3 - Read the text again, check on some Vocabulary and do some VIPERS work.

A fiction book may be read over the course of a half term. The teaching cycle is repeated over a series of weeks. Some books that we read are longer and it may be necessary for the book to be a class-reader too. This needs to be indicated on the school reading spine. If we, for example, read a book that has a word count of 30,000 words, we will need to read 1,000 words each day for 6 weeks.

Fiction Book Example where each chapter is approximately 500 words

Day 1, Chapter 3 – Focus on reading for fluency, mainly teacher and more able readers. Include Vocabulary and Retrieval questions (verbally).

Day 2, Chapter 3 - Read an excerpt of yesterday's text again for fluency, more than once, include Vocabulary and Retrieval questions (written). Include another VIPERS skill.

Day 3, Chapter 4 – Continue reading the next part of the book. Again, include Vocabulary and Retrieval questions (verbally).

Day 4, Chapter 4 – Read an excerpt of yesterday's text again for fluency, include 'brief' Vocabulary and Retrieval questions (verbally) but complete a VIPERS skill, in depth (written).

Day 5, Chapter 5 – Continue reading the next part of the book. Include opportunities where parts of the text are re-read to develop fluency.

Children working below ARE

For children working significantly below ARE (e.g. 3-4 years below), they will still benefit from the reading for fluency elements of the texts, even if it is just to listen to others read. From experience, they become keen to take part.

An adult can pre-teach the text the day before where they read the text to the child and discuss key events/characters/themes. This gives the children the upper hand as they know more and helps their confidence.

They are also able to join in oral tasks, sometimes joining in, sometimes listening.

Children working below ARE may work in a small group (with an adult to support) and answer less questions individually but all as a collective.

You can provide a different question that is more at their level, using the KS1 VIPERS questions stems rather than KS2.

This does not replace daily reading with an adult, and this should be done at a different time of the day (also not whole class novel time!) and any phonics interventions/support.

Reading at Home

- Children take a banded book home and are expected to read 3 times or more each week. If a child has read 4 or more times, they should get a house point and if they have read 7 times they get 2 house points. If no reading, place a red warning sticker in their Home/School Diary. If there is no improvement, the teacher contacts parents to highlight the importance of reading. After 3 consecutive stickers, the Deputy Head is informed who contacts the parents. If no change, the Head Teacher is informed who will arrange a meeting with the parents to discuss the importance of reading.

Phonics

- Phonics is taught through Essential Letters and Sounds and this is a whole-class approach.
- Regular phonics assessments are built into ELS, recorded onto Phonics Tracker and must be implemented as advised by the programme (see Appendix 4, ELS Diagnostic Assessment).
- Any children not meeting the expected standard must have bespoke interventions to catch up, additional to the whole-class morning phonics session. The interventions under the 'Enable' section of the ELS website recommend 1:1 interventions lasting approximately 5 minutes daily but small groups may also be appropriate.

Tests – phonics and reading

- Children take the **phonics test** at the end of Year 1. If they do not meet the required standard in Year 1, they repeat the test in Year 2.
- All children in Reception and Years 1, 2 and 3 undergo a phonics tracker to ensure phonics knowledge has been embedded, regardless if they have passed the phonics test. This takes place in **Summer 2** for Reception, and in **Autumn 1** for Year 2 and Year 3.
- Identified children are screened in Years 4-6 until all children are secure in their phonic knowledge, and are able to automatically use this knowledge to read.
- Children who join our school in-year must complete a phonics assessment if there is any doubt in them having a secure phonics knowledge.
- Children in Year 6 complete the SATs test for reading.
- As part of DSAT, the pupils are assessed termly using **NTS assessments** that contribute to teacher assessment judgements.

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/v/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /aɪ/ <eigh> (weight) /aɪ/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /l/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

Appendix 2 - Book Band Progression

Diamond & Pearl	Dark Red & Black Oxford 17 & 18
Sapphire	Dark Blue Oxford 16
Emerald	Grey Oxford 15
Ruby	Grey Oxford 14
Topaz	Oxford 13
Copper	(Brown Oxford 12)
Lime	Oxford 11/12
White	Oxford 10
Gold	Oxford 9
Purple	Oxford 8
Turquoise	Oxford 7
Orange	Oxford 6
Collins book band colours	ORT book band colours

Our old Pink/Red/Yellow/Blue/Green do not exist as such – these books have been fitted into the Essential Letters and Sounds phonically decodable book boxes, organised by phonics sound. Children should only be given books to read that contain phonics that they have learned and are secure upon. Some Year 1 children may progress onto Orange books during the 2nd half of Year 1.

Year 2	Orange	Turquoise	Purple	Gold	White	Lime													
Year 3						Lime	Copper	Topaz											
Year 4								Topaz	Ruby	Emerald									
Year 5										Emerald	Sapphire	Diamond & Pearl							
Year 6											Sapphire	Diamond & Pearl							

Year 1

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

E1: being encouraged to link what they read or hear read to their own experiences

V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

V3: recognising and joining in with predictable phrases

V3: learning to appreciate rhymes and poems, and to recite some by heart

V1: discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

V4: drawing on what they already know or on background information and vocabulary provided by the teacher

S1: checking that the text makes sense to them as they read and correcting inaccurate reading

S3: discussing the significance of the title and events

I1: making inferences on the basis of what is being said and done

P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others

E3: explain clearly their understanding of what is read to them.

Year 2

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

S1: discussing the sequence of events in books and how items of information are related

S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

E1/3: being introduced to non-fiction books that are structured in different ways

V3: recognising simple recurring literary language in stories and poetry

V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

V2: discussing their favourite words and phrases

S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

V2: drawing on what they already know or on background information and vocabulary provided by the teacher

R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading

I1/2: making inferences on the basis of what is being said and done

R1/2: answering and asking questions

P1/2: predicting what might happen on the basis of what has been read so far

I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Years 3 and 4

E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning

E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

E2: reading books that are structured in different ways and reading for a range of purposes

V4: using dictionaries to check the meaning of words that they have read

E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

V2: discussing words and phrases that capture the reader's interest and imagination

E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]

V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context

I3: asking questions to improve their understanding of a text

I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

S1: identifying main ideas drawn from more than one paragraph and summarising these

R5: retrieve and record information from non-fiction

E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Years 5 and 6

R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

S2: reading books that are structured in different ways and reading for a range of purposes

R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices

S3: identifying and discussing themes and conventions in and across a wide range of writing

S2: learning a wider range of poetry by heart

E3: making comparisons within and across books

S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

I1/2: asking questions to improve their understanding

I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

E6: identifying how language, structure and presentation contribute to meaning

V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

E5: distinguish between statements of fact and opinion

E8: retrieve, record and present information from non-fiction

S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Diagnostic Assessment

GPC recognition – For the first two columns, please use the grapheme cards which support the programme. For the final column, use the word cards provided and ask the child to read the whole word. Where multiple pronunciations are shown for a grapheme, mark the pronunciations that are given in response. Highlight to show any errors.

s	<u>s</u> it	ai	tr <u>a</u> il	key
a	mat/ <u>a</u> corn/ <u>f</u> ather/ <u>w</u> as	ee	fe <u>e</u> t	talk
t	<u>t</u> ap	igh	li <u>gh</u> t	the <u>y</u>
p	<u>p</u> it	oa	gro <u>oa</u> ns	wei <u>gh</u> t
i	pin/ <u>f</u> ind	oo	loo <u>k</u> / <u>z</u> oom	fr <u>i</u> end
n	ba <u>n</u>	ar	pa <u>r</u> k	sho <u>u</u> lder
m	<u>m</u> ad	ur	tu <u>r</u> n	br <u>ie</u> f
d	<u>d</u> en	or	pop <u>co</u> rn/ <u>w</u> orld	ha <u>v</u> e
g	<u>g</u> et/ <u>g</u> ym	ow	co <u>w</u> / <u>b</u> low	ca <u>r</u> e
o	no <u>t</u> / <u>n</u> o/ <u>s</u> on	oi	jo <u>i</u> n	the <u>r</u> e
c	<u>c</u> at/ <u>c</u> ity	ear	ne <u>a</u> r/ <u>l</u> earn/ <u>p</u> ear	ca <u>ch</u>
k	<u>k</u> it	air	fa <u>i</u> r	fr <u>i</u> nge
ck	so <u>ck</u>	ure	su <u>r</u> e	br <u>i</u> dge
e	pe <u>t</u> / <u>m</u> e	er	fe <u>r</u> n	li <u>s</u> ten
u	hu <u>g</u> / <u>p</u> ush/ <u>m</u> usic	ay	pl <u>a</u> y	fe <u>n</u> ce
r	<u>r</u> an	ou	o <u>u</u> t/ <u>s</u> oup	hou <u>s</u> e
ss	me <u>ss</u>	ie	ti <u>e</u>	si <u>gn</u>
h	<u>h</u> it	ea	te <u>a</u> ch/ <u>h</u> eather/ <u>g</u> reat	kn <u>ee</u>
b	<u>b</u> in	a-e	ma <u>k</u> e	wr <u>a</u> p
f/ff	fo <u>b</u> / <u>h</u> uff	e-e	the <u>s</u> e	la <u>mb</u>
l/l	le <u>g</u> / <u>t</u> ill	i-e	ni <u>c</u> e	chee <u>s</u> e
j	<u>j</u> am	o-e	ho <u>m</u> e	freez <u>e</u>
v	<u>v</u> an	u-e	hu <u>g</u> e	chee <u>r</u>
w	<u>w</u> as	oy	pl <u>o</u> y	he <u>r</u> e
x	ex <u>e</u> rercise	ir	st <u>i</u> r	stati <u>o</u> n
y	<u>y</u> es/ <u>c</u> ry/ <u>t</u> r <u>i</u> ck <u>y</u>	ue	bl <u>u</u> e	ba <u>l</u> m
z	<u>z</u> ip	aw	dra <u>w</u>	ca <u>u</u> ght
qu	<u>q</u> uit	wh	w <u>h</u> eel	sessi <u>o</u> n
ch	<u>ch</u> ip/ <u>sch</u> ool/ <u>ch</u> ef	ph	ele <u>ph</u> ant	visi <u>o</u> n
sh	<u>sh</u> ip	ew	me <u>w</u>	scrumpti <u>o</u> us
th	<u>th</u> in/ <u>th</u> at	oe	do <u>e</u>	spe <u>ci</u> al
ng	<u>ng</u>	au	la <u>u</u> nc <u>h</u>	
nk	th <u>nk</u>			

Oral blending – Sound talk each word before asking the child to blend. Mark each word the child blends correctly.

p i t g a p s o c k t h i n g s t i n k r o c k e t	r a i n t i g h t t o n i g h t t i n f o i l d o l p h i n r o i n t	f e e p a y p l o o d f r e g p l u r e f l e e b o w m a l l i n g
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Oral segmenting – Say each word before asking the child to segment. Mark each phoneme the child says correctly.

jam mint crash teeth	---- ----- ----- -----	rain flight frown boatman	---- ----- ----- -----	flerg roist crunch football	----- ----- ----- -----
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Words that are harder to read and spell (HRS words) – Use the the HRS word cards and ask the child to read each word. Mark the words the child reads correctly. Highlight to show any errors.

a I the no put of is to go into pull as his he she buses	we me be push was her my you they all are ball tall when what said	so have were out like some come there little one do children love oh their people	Mr Mrs your ask should would could asked house mouse water want very please once any many again	who whole where two sugar here because
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