



St White's Primary School  
*Always Learning!*



## Reading at St White's Primary School 2024-2025

Nurturing a love of literature for life, is without doubt, a strategy that the school is highly passionate about. Philip Pullman said that "*after nourishment, shelter, and companionship, stories are the thing we need most in the world.*" It is through wonderful stories that children can begin to define their world and discover their places within it. Stories not only help everyone to understand the world that we live in, but also teach us about where we came from, and help us to visualise the possibilities for the future. In a nutshell, stories are our education and they are also our escape.

### Phonics Schemes

Here at St. White's School, we follow the **Letters and Sounds** framework through **Essential Letters and Sounds**. Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.



Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

To best support us in teaching your child how to read we ask that you read the decodable text provided by the school 4 times across the week. Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader.

We will be changing children's books once a week on Fridays: this allows your child to re-read each text several times building their confidence and fluency. This is especially important as they begin to learn that the sounds within our language can be spelt in different ways.

It is a key part of learning to read that children re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision). By reading texts several times, children have the greatest opportunity to achieve this fluency.

The texts sent home are carefully matched to the teaching taking place in school. Your child will be practising what they have been taught in school with you at home. We will only ask children to read books independently when they can decode these by themselves. Any books that are not yet decodable for the children will be a sharing book. These books are there for you to read with your child, helping us to instil a love of reading from the very beginning of their reading journey. These could be read together with your child reading the words they are able to decode or could be read to your child.

If you have any further questions or queries, please do not hesitate to contact Mrs Clayton, phonics lead.

### Reading Schemes

The school has re-organised the reading books throughout reception, year 1 and year 2 to ensure that the books pupils read at home give them an opportunity to build on their phonics knowledge they are learning in school. When at the earliest level, pupils will start on wordless picture books and retell the story using the pictures. Once pupils are confident in using the sounds s, a, t, p to read words, they will begin on books with words for them to read. **Word Sparks** include ambitious vocabulary and also include partner texts for parents to enjoy at home and **Hero Academy** introduces the world of superheroes. All of these books are aligned to the ELS scheme and 'fully decodable' which means that you child will be able to use their phonics to read all of the words in the book!



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At the end of each phase, pupils will have books to consolidate their learning which may focus on Traditional Tales.

These books have been added in to our colour banding system and run alongside it with levels 1 to 20. The progression in these books is based on the sounds that are in the words. We start off at level 1 with s a t p and end up at level 20 being able to read patience, sugar and vision.

For an example of how the books work, please see our video:

<https://www.youtube.com/watch?v=afsUVgDjqbM>

As pupils move into KS2, they can choose from a range of short stories and longer novels. Books are banded to ensure that pupils can read books that are challenging but age-appropriate.

When reading with their child, the school reassures parents not to worry too much about the coloured bands on the books (some are labelled in different ways) but to speak with their child's teacher if they are concerned about the level of the book that they are reading.

Year Group	Book Band
Pre-School/Reception	Lilac/Pink
Reception	Pink
	Red
	Yellow
Year 1	Light Blue
	Green
	Orange
Year 2	Turquoise
	Purple
	Gold
	White
	Lime
Year 3	Brown
	Brown
	Brown
	Grey
Year 4	Grey
	Dark Blue
Year 5	Dark Blue
	Dark Red
Year 6	Dark Red
	Dark Red +
	Dark Red +

### Reading Levels for reception, year 1 and year 2

We know that you will be keen to support your child in learning their sounds and words. At each level, children need to be confident with all the sounds before they move on and some levels have more sounds than others. Here are the sounds and some example words for each level that might help you.

Level	Sounds within the level	Example words within the level
Level 1	s a t p	sat, pat, tap, sap
Level 2	i n m d	sit, tip, pit, pan, nap, man, sad
Level 3	g o c k	tag, pig, pot, dog, can, cat, kid, kit
Level 4	ck e u r	kick, sack, get, pen, run, mud, rat, rug
Level 5	h b f ff l l s ss	had, hut, but, bug, if, fun, off, puff, lot, leg, bell, doll, less, hiss
Level 6	j v w x	jam, jog, van, vet, will, win, mix, fix
Level 7	y z zz qu	yet, yell, zip, buzz, jazz, quiz, quack
Level 8	ch, sh, th, ng, nk	chop, chin, ship, shell, them, thick, ring, song, pink, drink
Level 9	ai (trail), ee (feet), igh (light), oa (groans)	wait, pain, feel, keep, might, sight, coat, soap
Level 10	oo (look), oo (zoom), ar (park), or (popcorn), ur (turn)	cook, book, food, root, card, market, fork, born, burn, hurt
Level 11	- ow (cow), oi (join), ear (near), air (fair), ure (sure), er (higher)	down, towel, coin, soil, beard, hear, hair, pair, cure, secure, hammer, dinner
Level 12	CVCC words (consonant, vowel, consonant, consonant)	hang, ramp, lamp, jump, sand, bend, desk, rink, milk, sink
Level 13	CCVC words (consonant, consonant, vowel, consonant)	twin, plum, drop, swim, frog, stem, skip, clap, trap, spot, stop
Level 14	CCVCC words (consonant, consonant, vowel, consonant, consonant)	stand, trust, slept, blast, draft, twist, crunch, trunk, frost



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Level 15	- (ay) /ai/ (day); (ou) /ow/ (out); (ie) /igh/ (tie); (ea) /ee/ (eat); (oy) /oi/ (boy); (ir) /ur/ (girl); (ue) /oo/ (blue) + /y)oo/ (argue); (aw) /or/ (saw)	play, crayon, cloud, about, pie, lied, meat, seat, toy, annoy, twirl, skirt, true, glue, argue, rescue, paw, fawn
Level 16	(wh) /w/ (when) (ph) /f/ (photo); (ew) /oo/ (flew) + /y)oo/ (few); (oe) /oa/ (toe); (ey) /ee/ (key); (a-e) /ai/ (make); (e-e) /ee/ (these); (i-e) /igh/ (like); (o-e) /oa/ (home); (u-e) /oo/ (rule) + /y)oo/ (cube); (c) /s/ (cent)	whisk, wheel, phonics, dolphin, drew, screw, nephew, stew, goes, heroes, money, chimney, game, made, Pete, theme, time, ripe, bone, woke, June, tube, cycle
Level 17	- (a) /ai/ (acorn), /ar/ (father*), /o/ (what); (e) /ee/ (me); (i) /igh/ (find); (o) /oa/ (go); (u) /oo/ (push) + /y)oo/ (music); (ow) /oa/ (snow); (ie) /ee/ (brief); (ea) /e/ (head); (er) /ur/ (fern); (ou) /oo/ (soup, you)	bagel, lady, bath, path, he, she, wild, blind, gold, cold, put, pull, grow, slow, chief, field, dead, bread, stern, herbs, soup, you
Level 18	(y) /igh/ (by), /i/ (gym, bicycle), /ee/ (hairy); (ch) /c/ (school), /sh/ (chef); (g) /j/ (gem); (ey) /ai/ (they); /c/ c (cat), k (keep), ck (clock), ch (school); /f/ ph (photo); /v/ ve (have); /w/ wh (when); /e/ ea (head), ie (friend); /ow/ ou (out);	my, why, gym, crystal, happy, smelly, chorus, Christmas, machine, chalet, ginger, magic, grey, prey, photo, phonics, love, give, when, where, bread, head, friend, shout, about
Level 19	/ch/ tch (catch); /j/ g (gem), dg (badger, dodging) /m/ mb (lamb); /n/ gn (sign, gnaw), kn (knee); /r/ wr (wrap); /s/ st (listen), se (house); /z/ se (cheese); /u/ o (worry, sun, mother, some); /i/ y (gym, bicycle); /ear/ eer (cheer), ere (here); /o/ a (what)	fetch, pitch, gym, giraffe, hedge, bridge, comb, climb, gnat, gnome, knit, knock, write, wrestle, whistle, castle, mouse, horse, please, noise, some, come, crystal, rhythm, deer, peer, here, severe, what
Level 20	- /ar/ a (father*) /air/ are (care), ere (there), ear (pear); /or/ a (talk), our (your), augh (caught), aw (claw); /ur/ or (word), ear (learn), ir (first); /oo/ u (push), oul (could), /ai/ ay (play), a-e (game), ey (they); /ee/ ea (treat), e-e (theme), y (bunny), ie (field, piece) /igh/ y (dry), ie (pie), i-e (time); /oa/ ow (glow), o-e (stone), oe (toe), o (go); /y)oo/ ew (stew), u-e (cute), ue (value); /oo/ ew (chew) ue (glue), ou (soup, you); /sh/ ch (chute), ti (station, patience), ci (special), s/ss (sugar, session); /zh/ si (vision)	rather, path, hare, share, where, there, bear, wear, walk, always, four, pour, taught, daughter, paw, shawl, work, world, earth, early, bird, twirl, pull, full, would, should, day, hay, shame, made, they, grey, meat, seat, Steve, Pete, funny, carry, shield, thief, blow, snow, stone, bone, goes, Joe, so, no, new, dew, cube, huge, venue, rescue, clue, blue, soup, group, chef, chalet, station, mention, social, facial, sure, sugar, television, treasure

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