Reading Book Schemes in Our Lady of Walsingham

| Scheme | RWI | Oxford Reading Tree Traditional Tales/Floppy's Phonics | Oxford Reading Tree Biff, Chip and Kipper Stories/Tree Tops | Oxford Reading Tree Word Sparks | Project X Origin | Project X Code/Project X Extra | Songbirds |
|---|---|---|---|---|---|---|---|
| Type of Books | Fiction & Non-Fiction | Fiction & Non-Fiction | Fiction | Fiction & Non-Fiction | Fiction & Non-Fiction | Fiction & Non-Fiction | Fiction |
| Children receiving phonics instruction | **Primary** book for **all** children receiving phonics instruction.<br><br>*Note* These are fully decodable books. Teachers and support staff should guide a child to select a book from this scheme to ensure that it is matched with the child's developing phonic knowledge. This enables them to apply and practise their reading outside of school and experience high levels of success. | **Secondary** book for **all** children receiving phonics instruction.<br><br>*Note* These are fully decodable books but **do not** follow the teaching sequence of the phonics programme used in school.<br><br>Teachers and support staff should explicitly highlight any unfamiliar letter/sound correspondences in the book which have not been taught yet. | **Secondary** book for **all** children receiving phonics instruction.<br><br>*Note* These **are not** fully decodable books and **do not** follow the teaching sequence of the phonics programme used in school.<br><br>Teachers, support staff, children and parents should be encouraged to read these books together and to discuss unfamiliar language and vocabulary.<br><br>Teachers and support staff should explicitly highlight any unfamiliar letter/sound correspondences in the book which have not been taught yet. | Books for developing *Tier 2* vocabulary. Whole-class shared reading, small group shared reading and 1:1 adult-child shared reading.<br><br>*Note* These are fully decodable books but **do not** follow the teaching sequence of the phonics programme used in school.<br><br>Teachers, support staff, children and parents should be encouraged to read these books together and to discuss unfamiliar language and vocabulary. | **Secondary** book for **all** children receiving phonics instruction.<br><br>*Note* These **are not** fully decodable books and **do not** follow the teaching sequence of the phonics programme used in school.<br><br>Teachers and support staff should explicitly highlight any unfamiliar letter/sound correspondences in the book which have not been taught yet.<br><br>Children and parents should be encouraged to read these books together and to discuss unfamiliar language and vocabulary. | **Secondary** book for **all** children receiving small-group and 1:1 phonics instruction.<br><br>*Note* The first story in each book is fully decodable, the second story is 80% decodable. However, these books **do not** follow the teaching sequence of the phonics programme used in school. | **Secondary** book for **all** children receiving small group and 1:1 phonics instruction.<br><br>*Note* These **are not** fully decodable books and **do not** follow the teaching sequence of the phonics programme used in school.<br><br>Teachers and Support staff should explicitly highlight any unfamiliar letter/sound correspondences in the book which have not been taught yet. |
| Children no longer receiving phonics instruction | **Not Applicable** | **Not Applicable** | Fiction book (from Turquoise onwards) | Fiction and/or non-fiction book (from Turquoise onwards) | Fiction and/or non-fiction book (from Turquoise onwards) | Fiction and/or non-fiction book (from Turquoise onwards) | **Not Applicable** |

**Rationale:**
Books which have been carefully matched to a child's developing phonic knowledge provide multiple benefits:

- they are **fully decodable** and **match** the sequence of phonics teaching so far; children can read independently and with confidence
- the **only** strategy required for reading unfamiliar words is all-through-the-word sounding and blending
- **no guessing, picture or context cues** are required so children have a secure, consistent and confident approach to decoding words in a text
- children can use their phonics to read familiar words and discover new ones, helping to increase sight words and vocabulary knowledge
- books with a phonics focus reinforce the knowledge and skills required for spelling
- progress is rapid when children can practise and apply the specific knowledge and skills as they are taught in class

The aim of phonics teaching is to enable children to become confident, capable readers, who can decode and understand whatever they choose to read. Good decoding is a prerequisite of good comprehending. The RWI Decodable reading books are used to support a high-quality phonics programme and will **supersede** the **Book Band System** for all children who are receiving systematic synthetic phonics (SSP) instruction.

With high quality and consistent teaching through SSP, **most children** will no longer require books that are matched to their phonic knowledge by the end of Year 1. By this stage, children should be able to decode most words independently.

- **Key points to put into practice…**

- Every child will take home **two** books. The **Primary** book must be decodable and match their phonic knowledge and skill. Teachers and support staff should have **oversight** of any book selection to ensure that a child also reads a wide selection of **fiction** and one **non-fiction** texts at home.

- The **Book Banding System** still applies for matching the not fully decodable (**Secondary**) books to a child's reading ability when they are receiving phonics instruction.

- When a child is **no longer receiving SSP instruction,** they will **revert** to the **Book Banding System** to guide their selection of appropriate and challenging texts in order to continue to promote their reading fluency, comprehension and overall enjoyment of reading. This will **usually** be from Turquoise Band onwards. Some children will still benefit from the support that decodable readers can provide and these should be used as appropriate.

- Once a child is reading books within the **Grey Book** Band then they will also be given a *Class Library Book* to practise reading at home on a regular basis. Again, teachers and support staff should have oversight of any book selection to ensure children alternate between a fiction and non-fiction texts.

- A decision to move a child up or down a Book Band should be based on teacher assessment information from a range of sources which could include; knowledge of the child, hearing the child read a book and discussing their oral understanding of what they have read,  GL Reading Comprehension assessment information, Reading Fluency assessment, Book Talk formative assessment