

KS2 READING LONG TERM CURRICULUM OVERVIEW

Foundation Stage	Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2 Cycle 1	NOVEL: The Boy Who Cried Dragons (NEW)	NOVEL: Charlie and the Chocolate Factory	NOVEL: Pugs of the Frozen North	NOVEL: The Iron Man	NOVEL: Charlotte's Web	NOVEL: The Miraculous Journey of Edward Tulane
	NON-FICTION: DK Find Out - Stone Age	PICTURE BOOK: Grendel: A Cautionary Tale	POETRY	NON-FICTION: DK Find Out - Wings	PICTURE BOOK: The Lost Happy Endings	POETRY
LKS2 Cycle 2	NOVEL: Dick King Smith The Guard Dog And The Sheep Pig	NOVEL: Mr Gum	NOVEL: Run Wild	NOVEL: Planet Omar	NOVEL: Ursula Pass	NOVEL: The Lion, The Witch And The Wardrobe
	NON-FICTION: DK Find Out Egyptians	PICTURE BOOK: The Tear Thief	POETRY	NON-FICTION: Tudors & Victorians	PICTURE BOOK: Arthur & The Golden Rope	POETRY
UKS2 Cycle 1	NOVEL: There's A Boy In The Girls Bathroom	NOVEL: Who Let the Gods Out?	NOVEL: Shackleton's Journey	NOVEL: Kensuke's Kingdom	NOVEL: Boy In The Tower	NOVEL: Mulanmender
	NON-FICTION: Ancient Greeks	NON-FICTION / POEMS: Geography Focus	NON-FICTION: Romans	NON-FICTION / POEMS: Geography Focus	NON-FICTION: Space	NON-FICTION/POEMS: Geography Focus
UKS2 Cycle 2	NOVEL: The Tulip Touch	NOVEL: Wooder	NOVEL: Goodnight Mr Tom	NOVEL: Holes	NOVEL: Pax	NOVEL: Room 13
	NON-FICTION: Mayans	NON-FICTION / POEMS: Geography Focus	NON-FICTION: War	NON-FICTION / POEMS: Geography Focus	NON-FICTION: Crime & Punishment	NON-FICTION/POEMS: Geography Focus

READING



"If you teach a child to read, you have done your job. If you teach a child to love to read, you have changed their lives forever."

Unknown.

16% of adults (around 5.8 million people) in England and Northern Ireland score at the lowest level of proficiency in literacy (at or below Level 1).	43% OF CHILDREN READ DAILY OUTSIDE OF THE CLASSROOM.	$\frac{1}{4}$ of pupils agree that their parents <u>don't</u> know and don't care if they read...
One child in seven does not have a book of their own at home.	Pupils who enjoy reading very much are 3 times more likely to read above the expected level for their age as those who don't enjoy reading at all.	Most children in England do not read on a daily basis: in 2011 just over a third (37%) of 10-year olds surveyed reported reading for pleasure every day.
Looked after children have lower literacy levels than their peers. In 2009, only 15% of children who had been in care for at least a year achieved five good GCSEs compared to 70% for all children; 14% of children in care were unemployed after leaving school compared with 4% of all children.	Those who struggle to read are more likely to be unemployed or on a low wage, to be to need state support, and to struggle with health problems such as obesity and depression.	England is the only country where 16-24 year olds have lower literacy and numeracy skills than 55-65 year-olds, out of 24 OECD countries.
Five year-olds who are eligible for free school meals score 19 percentage points lower in their literacy skills than their peers, and the attainment gap between students on free school meals and their peers for GCSE English is at the same level.	By the final year of compulsory schooling, the reading skills of English children from disadvantaged backgrounds are on average two and a half years behind those from the most affluent homes.	<i>Only 6 in 10 children and young people have a <u>favourite</u> story.</i>
National Literacy Trust research shows that 43% of boys say they enjoy reading compared with 58% of girls.	Surveys of literacy attainment have been going on in the UK since 1948. The main finding is that literacy standards have changed very little in that time.	Studies show a positive correlation between functional illiteracy and crime, with over half of all prisoners with literacy levels below that of an 11 year old.

National Curriculum for Reading 2014

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions, as different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) in the early phase of their school life.

During key stage 1, teachers should build on the work of the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills they have already learned. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPC's) and revise and consolidate those learned earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPC's. Alongside this knowledge of GPC's, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. At the same time, they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Any pupil not reading with age appropriate automaticity should be targeted for additional reading to accelerate their progress towards this end, as comprehension is limited until the skill of decoding is mastered.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and a love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear of use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

By the time pupils reach key stage 2, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. As decoding skills become increasingly secure, teaching should be directed towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. Throughout key stage 2, pupils should be developing their understanding and enjoyment of stories, plays, poetry and non-fiction. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views of what they have read, with increasing independence and competence by the end of the key phase. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. Any pupil, therefore, who is still struggling to read needs to be taught to read through a rigorous and systematic phonics programme so that they catch up rapidly with their peers.

We expect all pupils to achieve the expected standard in their reading in Y6. To this end, we focus heavily on establishing a reading culture, leading good quality teaching, establishing a good home-school partnership and introducing effective reading intervention where accelerated progress is sought.

BLPP Reading

We are on a mission to ensure every child leaves us able to read. We have a 'kitchen sink' approach to the teaching of reading and pledge to do whatever it takes to get our children reading fluently, competently and accurately, with the skills necessary to fully appreciate and comprehend the wide range of texts we offer. The major research-derived strategies for improving reading outline the following strategies:

- ★ Encourage extensive reading – in school and at home, and across the curriculum
- ★ Teach decoding, with a phonics first approach to the teaching of reading
- ★ Teach the use of context cues and monitoring meaning – discuss/explain/summarise
- ★ Teach vocabulary – word meaning and association play an important role in comprehension
- ★ Encourage paired reading (exploring texts with their peers and their teachers)

FS/KS1 are focused, first and foremost, on the teaching of decoding. In addition to the daily systematic teaching of phonics (30 mins a day), guided reading groups benefit from adult focus on the improvement of decoding, fluency and expression. Although readers are focused on their meaning making from the earliest stages of their reading journey, there is a progressive focus on the development of their comprehension as the reader becomes proficient. Guided reading is an opportunity to support children at their level of phonics and provides another chance to revisit GPC's met during phonics sessions. This reinforcement of phonics within the reading session is critical to securing rapid progress in the teaching of decoding. For children reading at all levels of attainment, teachers should be rigorous in their assessment of the phonic decoding skills needed to become more proficient in their reading, seeking opportunities to model the phonic decoding of any words which the young reader cannot tackle independently. Adults should pay particular attention to the accuracy of readers, and encourage the reader to have another look at the graphemes if they have decoded inaccurately, rather than supplying the misread word. Pupils must be actively discouraged from sounding every word, and must be encouraged to re-read a sentence fluently once they have paused to de-code, establishing the reading habits of an effective reader. Adults should continue to model fluent and expressive reading within guided sessions.

The structure of the guided reading session within FS/KS1 is routine and systematic:

1. Common Exception Word flash cards
2. Phoneme flash cards (GPC 's – revisiting phonic focus)
3. Phonic word blending (decoding/blending words taken from the upcoming text/words which rehearse the whole class phonic focus – paired focus)
4. Adult reading (orientation & modelling)
5. Paired reading (rehearsing the reading process 15-20 mins)
6. Discussion/follow on task.

Adult activity during paired reading is critical, as much AFL is gleaned within that part of the session. Adults should note any aspects that are presenting individual and/or group challenges, and use this intelligence to inform teaching within the session, and in subsequent sessions. Guided reading must focus on accurate, fluent and expressive reading at a good pace, as well as the teaching of reading comprehension through discussion and a range of follow up activities which develop pupils' verbal and written response to texts. All adults leading guided reading sessions should be rigorous in their assessment for learning and should maintain a proactive dialogue with the class teacher/all other adults involved in the teaching of reading.

KS2 reading builds on the successes of KS1. In LKS2, pupils continue to benefit from guided reading lessons X3 per week using the Rising Stars reading scheme. Short comprehension texts can also be sourced for guided reading purposes, but this should not be the main diet of guided sessions.

The structure of the guided reading session within LKS2 is routine and systematic:

1. Common Exception Word flash cards
2. Phoneme flash cards (GPC 's – revisiting phonic focus)
3. Phonic word blending (decoding/blending words taken from the upcoming text/words which rehearse the whole class phonic focus – paired focus)
4. Adult reading (orientation & modelling)
5. Paired reading (rehearsing the reading process 15 mins)
6. Discussion/follow on task (15 mins)

Those children/groups who are reading within Age Related Bands and who have achieved fluency in their reading should be allowed time to read (decode) independently so that a higher proportion of their time can be spent with adults modelling high quality completion of follow on tasks.

Reading VIPERS

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum. Adults should use VIPERS questioning – seeking to develop the skills required to make sense of text read - in all reading sessions. The same mnemonic can be used by both KS1 and KS2 with a little adaptation. The main differences being in the S - sequence in KS1 and summarise in KS2. There is also variation in the Explain section - in KS1 'Explain' is not one of the content domains, rather it asks children to explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text. In KS2 the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1. All classrooms in KS1 and KS2 should display the VIPERS mnemonic, and teachers should be explicit in asking pupils to identify which type of question they are tackling.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



 V	 I	 P	 E	 R	 S
Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Content Domain 2a	Content Domain 2d	Content Domain 2e	Content Domain 2f, g, h	Content Domain 2b	Content Domain 2c
Give/explain the meaning of words in context.	Make inference from the text. Explain and justify using evidence from the text.	Predict what might happen from the details stated and implied.	Identify/explain how information / narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words/phrases. Make comparisons within the text.	Retrieve and record key information /key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.



Vocabulary

Give/explain the meaning of words in context.

Example questions

What do the words and suggest about the character, setting and mood?
Which word tells you that...?
Which keyword(s) tell you about the character/setting/mood?
Find one word in the text which means...?
Find and highlight the word that is closest in meaning to...
Find a word or phrase which shows/suggests that...



Inference

Make inference from the text. Explain and justify using evidence from the text.

Example questions

Find and copy a group of words which show that...
How do these words make the reader feel? How does this paragraph suggest this?
How do the descriptions of ... show that they are
What impressions of ... do you get from these paragraphs?
What voice might these characters use?
What was... thinking when... ?
Who is telling the story?



Predict

Predict what might happen from the details stated and implied.

Example questions

From the cover, what is this book going to be about?
What is happening now? What happened before this?
What will happen after?
What does this paragraph suggest will happen next?
What makes you think this?
Do you think the choice of setting will influence how the plot develops?
Do you think will happen? Yes, no or maybe? Explain your answer using evidence from the text.



Explain

Identify/explain how information / narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words/phrases. Make comparisons within the text.

Example questions

Why is the text arranged in this way?
What structures has the author used?
What is the purpose of this text feature?
Is the use of Effective?
The mood of the character changes throughout the text. Find and copy phrases which show this.
What is the author's point of view? How do you know?
What effect does... have on the audience?
How does the author engage the reader here?
Which words and phrases did... effectively? Which section was the most interesting/exciting part? How are these sections linked?



Retrieve

Retrieve and record key information /key details from fiction and non-fiction.

Example questions

How would you describe this story/text? What genre is it?
How do you know?
How did...?
How often...?
Who had...? Who is...? Who did...?
What happened to...?
What does... do?
How Is?
What can you learn from.... from this section?
Give one example of...
This story is told from whose perspective?



Summarise or Sequence

Summarise main ideas from more than one paragraph. Sequence the key events in the story.

Example questions

Can you number these events 1-5 in the order that they happened?
What happened after...?
What was the first thing that happened in the story?
Can you summarise in a sentence the opening/middle/end of the story?
In what order do these chapter headings come in the story?

BLPP Reading and the Class Teacher's Responsibility

1

Use reward and celebration to actively encourage all pupils to read between 10-20 minutes every night. Speak with parents where this is not the norm to encourage their support.

2

Establish a system to ensure that – in addition to guided reading – each child is heard read 1:1 by an adult at least once per half term. Identify 'Daily Readers' who read with a school adult each day.

3

Model fluent and expressive reading through the daily sharing and discussion of a wide range of poems and stories.

4

Maintain a good quality book corner which is well stocked and enticing for readers. Keep book stock refreshed and discard any damaged books. Seek to develop awareness of authors and genres through this activity.

5

Establish a culture of celebration in reading, identifying and celebrating a weekly Starbooks winner, and half termly Extreme Reader.

6

Maintain a good quality book corner which is well stocked and enticing for readers. Keep book stock refreshed and discard any damaged books.

7

Undertake reading assessments half termly, drawing together four key pieces of intelligence: 1:1 reading assessments, NFER and Phonics screening results, and consideration of KPI's.

8

Be proactive in moving pupils through the book bands, and establishing a sense of achievement in reading.

9

Invest valuable time in the analysis of the reading papers so that the types of questions that pupils are not answering well can become the focus of follow up work throughout the following half term.

10

Proactively monitor the progress of all pupils in your class and raise concerns with the team leader as soon as they arise.

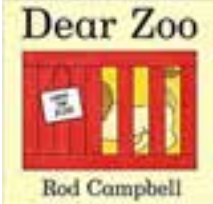
Progression in Book Bands: EYFS

Children's progression through Book Bands in FS2 is determined by their progression in Phonics. Texts are closely matched to taught phonics in order to maximise opportunities for pupils to apply their phonic knowledge in their decoding. Children in EYFS should progress **through Rocket Phonics** as follows:

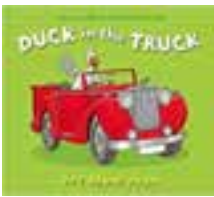
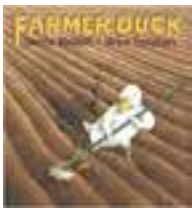
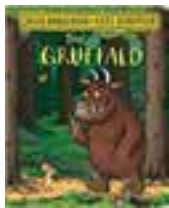
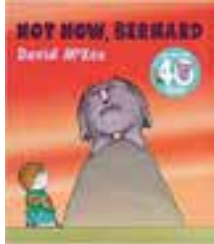
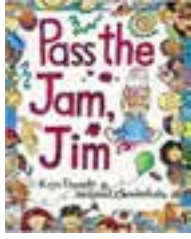
Book Band	Phonics Phase	Phonemes			Common Exception Words	Pupil Practice Books
Pink A	2	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect	/p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog	/g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite	I, the, to, go, no, into	Pupil Practice Book 1 
Pink B	2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit	/h/ as in hat /b/ as in bat /f/ as in frog and cliff	/l/ as in ladder /l/ as in shell /s/ as in dress		
Pink C	2	Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces new word structures, such as CVCCVC.				
Red A	3	/j/ as in jug /v/ as in van /w/ as in web	/k+s/ as in fox /y/ as in yellow	/z/ as in zebra and puzzle /z/ as in bugs /k+w/ as in queen	he, she, we, me, be, was, my, you, her, they, all, are	Pupil Practice Book 2 
Red B	3	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring	/ai/ as in train /ee/ as in bee /igh/ as in light	/oa/ as in boat short /oo/ as in book long /oo/ as in moon		
Rec C	3	Review of the grapheme-phoneme correspondences from Red A and Red B with slightly longer texts.				
Yellow	3-4	/ar/ as in car /or/ as in fork /ur/ as in purse	/ou/ as in owl /oi/ as in coin /eer/ as in ear	/air/ as in chair /y+oor/ as in manure /uh/ as in hammer	some, one, said, come, do, so, were, when, have, there, out, like, little, what	Pupil Practice Book 3 
Yellow	3-4	Review of the grapheme-phoneme correspondences from Yellow band with slightly longer texts.				
Blue	4-5	/w/ as in wheel /f/ as in dolphin	/ai/ as in crayon /ai/ as in cake /ai/ as in acorn	/ee/ as in scene /ee/ as in shield /ee/ as in peach		

****Teachers should resist the temptation to progress children through book bands in their guided or home reading at a faster pace. The objective of the programme is to keep all children together, accessing texts matched to their phonic decoding skills.**

STAR READERS FS1

 We're Going on a Bear Hunt	 Pants	 DINOSAUR ROAR!
 EACH PEACH PEAR PLUM	 The Train Ride	 Dear Zoo

STAR READERS FS2

 DUCK in the TRUCK	 FARMER DUCK	 THE GRUFFALO
 NOT NOW, BERNARD	 The Tiger Who Came to Tea	 Pass the Jam, Jim

Progression in Book Bands: Year 1

Children's progression through Book Bands in Year 1 is determined by their progression in Phonics. Texts are closely matched to taught phonics in order to maximise opportunities for pupils to apply their phonic knowledge in their decoding. Children in Year 1 should progress through Rocket Phonics as follows:

Book Band	Phonics Phase	Phonemes			Common Exception Words	Pupil Practice Books
Blue	4-5	/igh/ as in child /igh/ as in time /igh/ as in pie	/igh/ as in spy /oa/ as in rope /oa/ as in snow	/oa/ as in toe /oa/ as in piano /ee/ as in happy /ee/ as in key	some, one, said, come, do, so, were, when, have, there, out, like, little, what	Pupil Practice Book 4 
Green	5	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute	/y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw	/ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	Pupil Practice Book 5 
Green	5	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup	short /oo/ as in should /or/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here	/air/ as in square, bear and there /or/ as in ball, four, core, door, daughter		
Orange	5-6	/s/ as in celery /j/ as in giraffe /e/ as in bread	/s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef	/j/ as in bridge /j/ as in package /uh/ as in mother	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	
Orange	5-6	/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb	/n/ as in knot /n/ as in sign /r/ as in writing	/ch/ as in hatching /zh/ as in treasure, television, collage		Pupil Practice Book 6 
Orange	5-6	/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors	/s/ as in whistle /o/ as in watch	/sh/ as in station /sh/ as in musician /sh/ as in percussion		

****Teachers should resist the temptation to progress children through book bands in their guided or home reading at a faster pace. The objective of the programme is to keep all children together, accessing texts matched to their phonic decoding skills.**

Progression in Book Bands: Year 2

Children's progression through Book Bands in Year 2 is determined by their progression in Phonics. Texts are closely matched to taught phonics in order to maximise opportunities for pupils to apply their phonic knowledge in their decoding. Children in Year 2 should progress through Rocket Phonics as follows:

Term	Book Bands**	Grapheme-phoneme correspondences and language features	Cursive handwriting focus
Autumn Term 1	Turquoise	<i>/ai/ ai, ay, a-e, a; igh, ei, ea, ey</i> <i>/ee/ ee, e-e, ie, eo, y, ey, e</i> <i>/igh/ igh, i-i, io, y</i> <i>/oa/ oa, o-e, ow, oe, o</i> homophones and near-homophones suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, c, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x
Autumn Term 2	Turquoise/Purple	<i>/ai/ ai, wh</i> <i>/ff/ f, ff, ph</i> <i>long /oa/ oa, o-e, ou, oi, ew</i> <i>/y+oa/ u, u-e, ue, ew</i> <i>short /oa/ oa, a, oul</i> <i>/ai/ ai, a, ai</i> possessive apostrophes suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, c, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x
Spring Term 1	Purple	<i>/ai/ ai, ou, ow, oi, o, or</i> <i>/oi/ our, ore, oor, ough</i> <i>/ui/ ui, ex, ie, ear, or</i> <i>/oa/ oa, oe</i> <i>/ai/ ai, oy</i> contractions suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, c, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x
Spring Term 2	Gold	<i>/ee/ ee, pec, ere</i> <i>/ai/ ai, one, ear, ere</i> <i>/i/ i, is, c, ie, oe, ie, it</i> <i>/j/ j, g, sign, ge</i> homophones and near-homophones suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, c, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x
Summer Term 1	Gold/White	<i>/t/ t, tt, ed</i> <i>/d/ d, dd, ed</i> <i>/n/ n, nn, kn, gn</i> <i>/m/ m, mm, ml</i> <i>/k/ c, k, ck, ch</i> <i>/ff/ t, ff, wr</i> <i>/l/ l, ll</i> <i>/ul/ le, k, al, el</i> possessive apostrophes suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, c, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x
Summer Term 2	White	<i>/t/ t, y</i> <i>/ai/ a, (w)a (qu)a</i> <i>/ai/ n, ea</i> <i>/ai/ s, si, ge</i> <i>/ch/ ch, tch /ch+ul/ ture</i> <i>/nh/ sh, ch, bi, ci, ti</i> contractions suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, c, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x

****Teachers should resist the temptation to progress children through book bands in their guided or home reading at a faster pace. The objective of the programme is to keep all children together, accessing texts matched to their phonic decoding skills.**

STAR READERS YEAR 1

STAR READERS YEAR 2

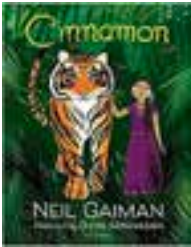
		
		

Progression in Book Bands: LKS2 Year 3/4

Children's progression through Book Bands in Year 3/4 is determined by the range of genres, authors and texts we want our children to experience as they move through KS2. Children in Year 3/4 should progress as follows:

Year 3					
Autumn Collection	LIME	Action & Adventure	Dick King Smith, Jill Tomlinson & Jill Murphy Atanuke (Anna Hibiscus)		Stars
Spring Collection	BROWN	Humour, fairy tales, fable & folktale	Dav Pilkey, Jeremy Strong & Francesca Simon Alan McDonald		Mercury & Venus
Summer Collection	GREY	Fantasy, Magic & Sci fi	Adam Blade (Beast Quest) Enid Bylton		
Year 4					
Autumn Collection	BLACK	Humour & Contemporary Fiction	David Walliams, Roald Dahl, Jacqueline Wilson, Andy Stanton, Anne Fine		Earth & Mars
Spring Collection	Sapphire	Mystery, Myths & Legends	Cressida Cowell		
Summer Collection	LAVENDER	Fantasy & Horror (Goosebumps)	SF Said RL Stein (Goosebumps)		

STAR READERS YEAR 3

STAR READERS YEAR 4

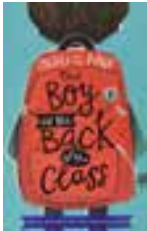
		
		

Progression in Book Bands: LKS2 Year 5/6

Children's progression through Book Bands in Year 5/6 is determined by the range of genres, authors and texts we want our children to experience as they move through KS2. Children in Year 5/6 should progress as follows:

Year 5					
Autumn Collection	AQUA	Action, Adventure & Contemporary Fiction	Jaqueline Wilson, Rachel Russel (Dork Diaries), Frank Cottrell Boyce		Saturn
Spring Collection	RUBY	Humour, Fairy Tales, Fable & Folktale, & Contemporary Fiction	Jeff Kinney (Diary of a Wimpy Kid) , Sophie Anderson, Tom Gates		
Summer Collection	CREAM	Graphic Novels. Fantasy & Sci fi & Contemporary Fiction	Rick Riordan (Percy Jackson) , Eoin Colfer (Artemis Fowl) , Anthony Horowitz (Alex Rider)		
Year 6					
Autumn Collection	YELLOW	Humour, Historical & Contemporary Fiction	Michael Morpurgo, Katherine Rundell, Chris Riddel		Supernova
Spring Collection	EMERALD	Mystery, Myths & Legends & Contemporary Fiction	Robert Swindells, CS Lewis , Ross Wellford		
Summer Collection	PLUM	Fantasy & Horror & Contemporary Fiction	JR Tolkien, J K Rowling, Neil Gamon, Phillip Pullman, Eva Ibbotson, Daniel Handle, Terry Pratchet, Derek Landy (Skulduggery Pleasant)		

STAR READERS YEAR 5

STAR READERS YEAR 6