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| **Russell book band colours** | **Letters and sounds phase** | **What the book provides** | **Assessment/****expectation to progress to the next level** |
| **Word level** | **Comprehension** |
| **Purple** Wordless booksA range of ‘I spy’ alphabet books containing words that begin with the same initial sound.  | **Phase 1** | I can locate title and front cover.I am learning how to handle books appropriately e.g. left page comes before right, able to turn the pages appropriately.  | I can use the pictures to retell the story. I can relate it to my own experiences. | I can recognise these phase 2 (set 1 and 2) phonemes (s, a, t, p, i, n, m, d). I am becoming more confident when telling a story using my own words/ideas. |
| **Silver**  | **Phase 2**Set 1 - s, a, t, pSet 2 - i, n, m, dSet 3 - g, o ,c ,kSet 4 – ck, e, u, r  | I can read (using my phonic skills) VC/CVC words (including these phonemes - s, a, t ,p ,i, n ,m ,d)I can use pictures and the initial sound to work out an unfamiliar word in the sentence.  | I can use the pictures to retell the story. I can relate it to my own experiences. | I am able to blend VC/CVC words with limited support.**VC** (vowel consonant) e.g. at, in.**CVC** (consonant, vowel, consonant) e.g. met, dog.  |
| **Orange**  | **Phase 2**Set 5 – h,b,f,ff,l,ll,ss**Phase 3**Set 6 – j, v, w, x | I can read (using my phonic skills) CVC words within phase 2(including these phase 2 phonemes (set 3, 4 and 5) (g ,o ,c ,k ,ck ,e ,u ,r ,h ,b ,f ,ff ,l ,ll ,ss)Phase 2 tricky **(sight)** words. | I can describe the main events in the simple stories I have read.I can discuss/predict what the book may be about using the front cover. | I am able to stretch and blend CVC words with phase 2 digraphs.I am beginning to recognise most tricky words. |
| **Brown**  | **Phase 3**Set 7 – y, z, zz, quConsonant digraphs – ch, sh, th, ng | I can recognise most phase 2 common exception words. I can recognise all phase 2 digraphs and begin to recognise some Phase 3 digraphs – j, v, w, x, y, z, zz, qu, sh, th, ch, ng. Phase 2 and 3 tricky words. | I can describe the main events in the simple stories I have read. With support, I can say what I like/don’t like about a text. | I can recognise all phase 2 and 3 tricky words.I can stretch and blend more confidently using some phase 3 digraphs.I am able to discuss what I have read and give my opinion about the text. |
| **The age related expectation for children at the end of Foundation Stage.** |
| **White**  | **Phase 3**Vowel digraphs - ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, | I can recognise most phase 3 digraphs and trigraphs including ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, and blend with limited support.Phase 3 tricky words. | I can say what I like/don’t like about a text and give my reason/s.  | My reading is now becoming more fluent – I can read a sentence, which includes tricky words and phonetic words with minimal sounding out. |
| **Yellow**  | Phase 3 and 4 | I can recognise phase 3 digraphs and trigraphs, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, and blend confidently.Many phase 2 and 3 tricky words. I am beginning to read words, which have adjacent consonants with short vowel phonemes, such as trap, string and milk.Phase 3 and 4 tricky words. | I can describe what happens at the beginning, middle and end of a story I have read. I can discuss how a character is feeling and why. I can begin to recall information I have learnt from an information text (non-fiction). | I can confidently recognise phase 2 and phase 3 phonemes. I can read phase 2 and 3 tricky words.I am beginning to read more complex sentences with minimal sounding out.I can read words, which have adjacent consonants with short vowel phonemes, such as trap, string and milk.I am making phonetically plausible attempts of unfamiliar words.  |
| **Pink**  | Phase 4 | I can recognise phase 3 digraphs and trigraphs.I can read words, which have adjacent consonants with short and long vowel phonemes, such as trap, string, milk, scoop, train and tree.I am beginning to read simple 2 syllable words e.g. helper.Phase 4 tricky words. | I can link what I have heard or read to my own experiences.I can retell key stories orally using narrative language. I can talk about the main characters within a well-known story. I can identify some features of fiction and non-fiction texts. | I am confidently reading words, which have adjacent consonants with sort and long vowel phonemes, such as trap, string, milk, scoop, train and tree.I can confidently read words with 2 or more syllables.I can read all phase 3 and some phase 4 tricky words.I am starting to show some fluency in my reading. |
| **Green**  | Phase 4 and 5 | I can blend sounds in unfamiliar words.I can read tricky words.I can divide words into syllables.I can read compound words.Phase 4 and 5 HF words.I know new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e.I can read words with contractions and understand that the apostrophe represents the missing letters. I can read phonetically decodable words.I can read words that end with ‘s, -ing, -ed, -est Phase 5 tricky words.Year 1 common exception words.  | I can make comment on why some words have been used in a text e.g. use of adjectives.I can identify features of text e.g. explain why a book is fiction/non-fiction, explain what a contents page is for.I can learn some poems and rhymes by heart.I can use what I already know to understand texts.I can check that my reading makes sense and go back to correct when it doesn’t. | I can read all phase 4 tricky words. I am beginning to read some phase 5 tricky words.I can read words, which include some phase 5 phonemes.I am able to read with fluency and am beginning to use expression in my reading e.g. when a character is speaking.To read phase 5 tricky words and many year 1 common exception words by sight.To check what I have read makes sense. |
| **The age related expectation for children at the end of Year 1.** |
| **Red**  | Phase 5 (alternative pronunciations)Phase 5(alternativespellings) | I can read words which start with un- I can add –ing, -ed and –er to verbs. (Where no change is needed to the root word) I can read words of more than one syllable that contain taught GPCs Phase 5 tricky words.Year 1 common exception words. I know/recognise alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh.I can decode automatically and fluently without overt sounding or blending.I can read and comment on unusual correspondence between grapheme and phoneme.I can sound out most unfamiliar words quickly and accurately.I can read most suitable books accurately, showing fluency and confidence.Phase 5 tricky words.Year 1 common exception words.  | I can draw inferences from the text and/or the illustrations (beginning).I can make sensible predictions about the events in the text using what I have already read.I can explain what I think a text is about.I can recognise full stops, question marks and exclamation marks and use them when reading | I am able to recognise all tricky words phase 2-5 and the Year 1 common exception words. I am starting to learn/recognise Year 2 common exception words.I can discuss the text I have read, commenting on features of fiction and non-fiction texts. I can identify punctuation and use this in my reading (demonstration I understand why they are used).I can read with greater fluency and expression making my reading more interesting to the listener. |
| **Accelerated****Reader**  | Phase 6 onwards | As aboveI can comment on the plot, setting and character in familiar and unfamiliar stories.I can comment on features of non-fiction texts.I can make inferences on the basis of what is said and done. I can predict what might happen on the basis of what has been read so far.I can make links between the book I am reading and other books I have read.I am working at greater depth within the expected standard.Phase 5 tricky words.Year 1 common exception words.  | I can talk about and give an opinion on a range of texts.I can discuss the sequence of events in books and how they relate to each other.I use prior knowledge, including context and vocabulary, to understand texts.I can retell stories, including fairy stories and traditional tales.I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.I can find recurring language in stories and poems.I can comment on word choice e.g. choice of adjective.I can discuss the meaning of unknown words and link them to words I know.I can talk about my favourite words and phrases in stories and poems | All of the above.  |