

## How do we match the pupils' reading books to their phonic ability?



Reading underpins children's access to the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally. Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

When children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This will enable them to use the GPCs they know to decode the words and, with practise, develop fluency when reading. It will also establish the habit of using phonics as the route to decoding unknown words, avoiding unreliable guessing strategies. Evidence and experience clearly shows that this is the most effective approach to ensuring almost all children learn to read. When selecting books for independent reading practice, the following points are essential:

- The phonic progression of the decodable books must match the phonics progression of Little Wandle Letters and Sounds Revised.
- The decodable books must introduce new GPCs in the same order as the teaching in Little Wandle Letters and Sounds Revised.
- The progression in the books must be cumulative, so children can practise the GPCs they have already learned in the programme.
- The tricky words must follow the progression for Little Wandle Letters and Sounds Revised, with each tricky word being taught before the children read a book containing it.

Collins Big Cat for Little Wandle Letters and Sounds Revised have devised fully decodable books matched to our programme progression. Find out more from their website:

<https://collins.co.uk/pages/collins-big-cat-little-wandle-letters-and-sounds-revised-books>



Reading practice sessions take place at least three times a week in EYFS2 and Year One. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: decoding, prosody (reading with meaning, stress and intonation), and comprehension (understanding the text).

I have read this book three times at school to my teachers - they have chosen it for me.

**I can read this book to you!**

Can you ask me questions about what I've read so that I can show you I understand?

This is my 'Reading for Pleasure' book - I have chosen it myself.

**Please could you read this to me?**

I will listen and talk about what you've read with you.

Pupils who are learning to read in EYFS2 and Year One take home two books each week: their phonetically decodable book linked to their learning of phonics with the Little Wandle programme and also a 'reading for pleasure' book that could be from their classroom reading area or our school library. Their Little Wandle book is for them to practise their learning in class at home with their family and the 'reading for pleasure' book is for our families to read to and share with their children. From Year Two through to Year Six, children also have two books but rather than their book to read to an adult being linked to any phonics, these are banded books. These bookmarks help our families at home to remember how we use our books.