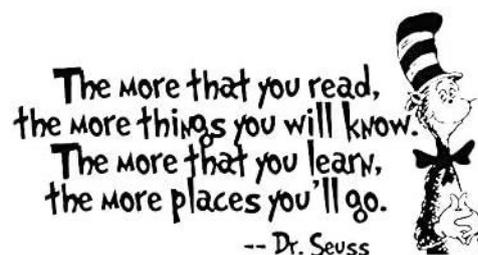


**Our approach to the
teaching of reading:**
intent and implementation



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Our Reading Aims - intent

As a school we aim to:

- Provide a rich and stimulating reading environment.
- Provide a robust foundation of the key skills of decoding texts through systematic teaching of phonics in the EYFS and Key Stage One.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.
- Ensure that all children are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- Identify accurate levels of attainment in reading for each child.
- Ensure that all children have an appropriate and challenging reading target set according to their reading level.
- Ensure that all children make rapid sustained progress in their development of reading skills.
- Develop comprehension skills of inference and deduction across a broad range of texts.
- Develop understanding of grammar and vocabulary within texts and the effect it has on the reader.

Our approaches to teaching reading - implementation

The teaching of reading across the schools falls into four categories, each with their own set of strategies:

- Reading for fluency
- Reading for pleasure
- Reading for knowledge
- Assessing comprehension levels

The above categories can be taught in different contexts including:

Whole class comprehension lessons - using a variety of rich and stimulating texts that the whole class have access to

Checklist for whole class comprehension lessons:

1. Teach the geographical / historical context of the chapters to be read in the lesson. Use maps, images and videos. If they don't have the background knowledge to comprehend the story, give it to them upfront.
2. Read the entire text aloud to the children — no one in the room can read it better than you. Extra meaning is transferred through your expression. Pick struggling readers to 'echo' you on certain key sentences.
3. Make sure children follow along using a ruler and their own copy of the book.
4. Plan in advance which words you will teach explicitly in the lesson and aim for 100% of children understanding 100% of them, using images and examples where possible.
5. Stop frequently to clarify the meaning of additional complex vocabulary as you read.
6. Stop regularly to summarise what has happened. LEAVE NO CHILD BEHIND in their understanding of what has just happened in the story. If they don't understand what's happening, tell them.
7. Stop regularly to explicate the text and offer insights into characters and plot lines. If there is something you wanted them to understand in the text, explain it to them.
8. Imagine the most perfect answer you could ask for — then give it away for free to the children. Begin sentences with things like: "X is obviously phenomenally proud of themselves

here because...”, “The reason X is responding like this is because...”, “This shows us...”, “From this, we can tell that...”, “It’s clear from the way ___ is ___ that he/she...”

9. Use questioning to test children’s knowledge of points 1–8.
10. Ask yourself: did the children comprehend more today than they would have done without my teaching?

VIPERS

Teachers will use VIPERS to help summarise the key aspects of the National Curriculum in a child friendly manner. VIPERS is an acronym to aid the recall of the 6 key reading skills. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stands for

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children’s responses to these which allows for targeted questioning afterwards. The key vocabulary of VIPERS is used with the children throughout the school to deepen and extend their understanding of how to get the full meaning of what they are reading.

Guided Reading Carousel Sessions (using banded books matched to children’s reading ability)

Once children have completed the Read, Write, Inc. phonics programme and Read, Write inc. Comprehension modules children will begin to move onto guided reading carousel activities in our ‘Love Reading’ lessons. This approach is used to continue to teach individual children to further develop their fluency in reading and develop their comprehension skills of inference and deduction. Children are taught in small groups set according to ability.

Checklist for Guided Reading Carousel Sessions:

1. The guided sessions should take place in a regular time daily and should last about roughly 30 minutes.
2. The class teacher should work with each group at least once a week.
3. Independent activities (those activities carried out when the group is not working with the teacher/teaching assistant in a focus group) should be of high quality and have a clear objective to move the children’s learning on.
4. Each child should have a Love Reading Journal to record any work carried out (pre reading, Love reading, post reading, follow up work, independent work, 1:1 reading).
5. Planning sheets must be completed for each group where applicable. (appendices 3 and 4)
6. Any children who move groups should have their names updated on the class Love Reading Group list.

Example timetable for Reading Carousel Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Teacher focused Love reading	Post-reading activity	Reading comprehension	Independent reading	Pre-reading activity
Group 2	Pre-reading activity	Teacher focused Love reading	Post-reading activity	Reading comprehension	Independent reading
Group 3	Independent reading	Pre-reading activity	Teacher focused Love reading	Post-reading activity	Reading comprehension
Group 4	Reading comprehension	Independent reading	Pre-reading activity	Teacher focused Love reading	Post-reading activity
Group 5	Post-reading activity	Reading comprehension	Independent reading	Pre-reading activity	Teacher focused Love reading

Reading for Knowledge (using texts to find out information about a topic or particular area of interest)

Across the curriculum children will have a range of opportunities to research and explore a range of texts to extract information to develop the skills of skimming, scanning and retrieval.

Assessing Comprehension Levels (using more formal assessment methods such as practice SATS papers/CGP assessments etc. as well as ongoing teacher assessment)

All children are regularly assessed via formal, summative assessments and informal teacher observations; teachers ensure that children are placed on the appropriate book band that meets their reading ability and ensure they continue to be challenged whilst making progress

One to One Reading

Depending on the age and level of the children, regular one to one reading with an adult in school may be appropriate.

Interventions

Teachers plan and deliver further opportunities to develop reading skills with children working below age related expectations. Teachers identify the lowest 20% of their cohort to target additional intervention. Additionally, children with identified SEND have a reading focus on their pupil passports.

Progression in Phonics and Early Reading

INTENT

When teaching phonics and early reading, we aim to:

- Provide a rich and stimulating reading environment.
- Provide a robust foundation of the key skills of decoding texts through systematic teaching of phonics in the EYFS and Key Stage One.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.

- Ensure that all children are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- Ensure that all children make rapid sustained progress in their development of reading skills.
- Develop comprehension skills of inference and deduction across a broad range of texts.
- Develop understanding of grammar and vocabulary within texts and the effect it has on the reader.

IMPLEMENTATION

The following has taken into account 'The Reading Framework: teaching the foundations of literacy' (DfE – July 2021)

We follow the Read, Write inc. programme of phonics to teach the children how to read. When teaching early reading, we ensure that there are 'back and forth' interactions between children and adults. The RWI model, ensures that the teaching strategies applied include the teacher thinking out loud and modelling new language for children, as well as rephrasing and extending what they say. The stories contain challenge words and power words which have ambitious vocabulary and the children are taught new vocabulary and encouraged to discuss and apply this in lessons and in talk throughout the school day. Listening skills are modelled for children and the use of the 'silent stop' signal alerts children to be ready to show good listening.

A range of feedback opportunities are utilised in lessons whereby children are given many opportunities to contribute to the lesson. Strategies such as 'partner practice', 'choral feedback', 'popcorn' and 'take two' are some examples of how we ensure full participation and encourage all children to fully engage, avoiding a 'hands-up' approach which could disengage some children as they might avoid putting up their hand due to lack of confidence, less developed oral skills or those new to speaking English as well as a perception that they may not be selected.

Daily storytimes play a vital part of the school day and are included into the daily timetable alongside phonics sessions. Carefully chosen stories which illicit strong responses and have a strong narrative that capture the children's interest for multiple readings along with, poems and songs help to promote a love of reading for all with teachers reading aloud to the children on a daily basis.

In classes and around school we have a number of reading areas and 'book nooks' where the books themselves are at the heart. The children are taught to respect the books and take care of them and the areas which they belong.

When children are identified as needing extra support in reading, they are given extra opportunities in small groups or in a one-to-one interaction with the aim of them keeping up with what is expected of them at any given stage. Routines for this are established and take place at the same time daily.

We follow the suggested progression of teaching through the RWI approach to teaching phonics. The children are regularly assessed and there are daily opportunities to consolidate prior learning, learn new content and to practise and apply what they have learnt.

We ensure that the books that children have access to for their home reading are closely matched to their phonics ability. We use the RWI Book Bag Books to consolidate learning in school at home along with other resources from the RWI phonics scheme of learning. The books are organised in order so that the children do not take home books which include any sounds which they have yet to learn. We have a whole school approach to teaching phonics and when supporting the children with their early reading we have a systematic approach and all children and staff are familiar with the same terminology.

The Children are first introduced to Speed Sounds Set 1 and have daily practice of these along with Word Time activities which focus on blending to read. The children are given a new sound to learn each day. They are also given a Speed Sounds book to take home to practice. They are also taught to read 'Red' tricky words on sight. As the children progress through the RWI programme, they read a range of words, ditties and then stories which are closely matched to their phonic ability. The children read words and stories in school at the appropriate level, consolidated with a home reading book of the same level. The children are regularly assessed to ensure that they are reading words and books at the correct level for their ability. When the children are ready, they are introduced to Set 2 and then Set 3 Speed Sounds and read words and stories containing these sounds. Again, they are given a home reading book to take home which consolidate these sounds. As the children gain further knowledge and skills in reading, the words and stories they read become more challenging and build on what they can do. As well as the mechanics of reading the words, there is a focus in developing vocabulary, comprehension, fluency and expression from the onset. Most importantly, we aim to develop a love of reading in every child. Once the children have completed the Read, Write inc. scheme for home reading (with other corresponding home reading books matched to their level for consolidation if needed), they will then continue on through the rest of the home reading books, mainly consisting of Oxford Reading Tree titles and then onto a wider range of children's fiction and non-fiction books banded using the ATOS levels (please see our 'Approach to teaching reading' document for more information).

The table below shows the Read, Write inc. Levels and Oxford Levels alongside the correlating Book Band Levels with a typical progression through the levels throughout the Primary phase.

Year Group	Age	Read, Write inc.	Oxford Level	Book Band
Reception	4-5 years old	Ditties 1-12	Stage 1+	Pink
		Ditties 13-42 Ditty Books	Stage 2	Red
		Green Level	Stage 3	Yellow
		Purple Level	Stage 4	Light Blue
Year 1	5-6 years old	Pink Level	Stage 5	Green
		Orange Level	Stage 6	Orange
		Yellow Level	Stage 7	Turquoise
Year 2	6-7 years old	Blue Level	Stage 8	Purple
		Grey Level	Stage 9	Gold
			Stage 10	White
			Stage 11	Lime
			Stage 12	Lime +
Year 3	7-8 years old		Stage 8	Brown
			Stage 9	
			Stage 10	
			Stage 11	
			Stage 12	Grey
	Stage 13			
Year 4	8-9 years old		Stage 14	Dark Blue
			Stage 15	
Year 5	9-10 years old		Stage 16	Dark Red
			Stage 17	
Year 6	10-11 years old		Stage 18	
			Stage 19	
			Stage 20	

Expectations for Home Reading

Expectations for Home Reading at RWI Level (appendix 5)

The children are given a home reading book (matched to their most recent RWI assessment) each Monday and Friday. At home they should be supported to read the book and complete the associated activities. They can also access a book from our school library to take home each week. Parents/Carers are given a copy of the example home reading routine as well as a letter with advice and top tips to support with home reading. We have a dedicated page for parents about supporting their child (ren) with home reading on each school website. An overview of the RWI book bag books and associated skills can be found in appendix 1. An example letter home to parents on how to support their child with home reading can be found in appendix 2.

Example Home Reading Routine for children at RWI Level

	At Home:	Each night	At School:	Each day
Monday	<ul style="list-style-type: none"> - Return the last home reading book to school. - Complete the initial activities in the book (green words, red words, vocabulary check). - First read of the story 	Adult to sign and comment on reading activities in child's reading record diary. Share a story together which is beyond the level they can read themselves.	<ul style="list-style-type: none"> - We will help your child to choose 1 new book at the correct level. 	Teach and review new Speed Sounds and provide opportunity to read in school each day.
Tuesday	<ul style="list-style-type: none"> - Second read of the story. Focus on increasing fluency (can they read some of the words without heavily relying on sounding them out?) 			
Wednesday	<ul style="list-style-type: none"> - Third read of the story. Focus on fluency and expression. 			
Thursday	<ul style="list-style-type: none"> - Complete the 'Questions to read and answer'. - Retell the story in their own words. 			
Friday	<ul style="list-style-type: none"> - Return the last home reading book and school library book. - Complete the initial activities in the book (green words, red words, vocabulary check). - First read of the story 		<ul style="list-style-type: none"> - We will help your child to choose 1 new book at the correct level. - We will help your child to choose a book from the school library. 	
Over the weekend	<ul style="list-style-type: none"> - Re-read the story with a focus on fluency and expression. - Complete the 'Questions to read and answer'. - Re-tell the story in their own words. - Share the school library book together (remember your child is not expected to be able to read this) 			

N.B. The first set of sound blending books only contain words and matching pictures so if your child is on this level then they will just practise the words in the book over the course of the week/weekend. Also, the some levels also have a non-fiction choice and the activities related to the book may differ slightly than the fiction books. All activities are clearly explained in each book.

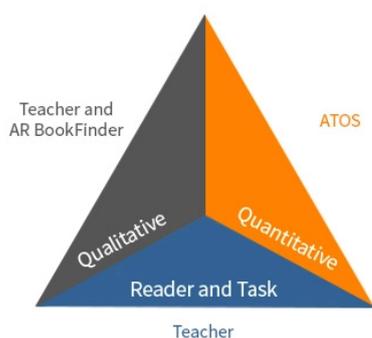
Expectations for Home Reading beyond RWI Level

Each child takes home a home reading book alongside their home reading record which has a set of age related home reading expectations in the front. These expectations can be found in appendix 5. As well as recording their home reading into their home reading diary, children at the appropriate level have access to 'My Book Blog'; a that website supports children on their journey through reading real books, supporting them to grow their vocabulary, blog about books and explore related non-fiction.

Banding KS2 Reading Books

For all our levelling we read, compare and contrast books with reading scheme books and with each other to ensure that they represent a true progression in reading. It is a team effort and we regularly discuss which features we feel push a book up or down a band, perhaps the vocabulary is representative of Dark Blue but the narrative complex enough to make a book really only accessible to the most confident readers in Year 5 reading at Dark Red. We take into account many factors depending upon the text; perhaps the reader would be required to have unexpected knowledge or insight to fully access the language or the narrative; and themes, like time travel, or devices, like parallel narratives, can render a book inaccessible to all but the most fluent reader; perhaps the text level is just right but the story unlikely to engage readers reading at this level. With each book we are asking would a child reading at that level be able to access this text and what would their challenges be, the answers to these questions are unique to each book.

Along with our own professional judgement we use the ATOS readability formula to help us in banding each book. This formula takes into account the most important predictors of text complexity – average sentence length, average word length, and word difficulty level.



Qualitative

Qualitative factors include levels of meaning, structure, language conventionality, clarity, and knowledge demands. Interest level (i.e. content and maturity level of text) and genre are provided in [AR BookFinder](#).

Quantitative

Quantitative dimensions include word length or frequency and sentence length that can only be measured efficiently by computer software.

Reader and task

Reader and task considerations include students' motivation, knowledge, and background interests along with the purpose and complexity of task assigned, and are best made by the teacher.

Advice to parents about Home Reading and Book Bands

The chart showing the average progression through the Book Bands aids in helping to check that children are on track to make progress in their reading by the time they leave Primary School. We share this with parents but remind them that children are all individuals who learn and make progress at different rates, so the chart is only a guide. As well as periods of rapid progress, children will probably have periods of consolidation when progress is not as obvious. Although this may seem worrying, this is the time when they have the chance to develop confidence in using and applying their newly acquired skills.

It is really important that children develop their comprehension skills alongside their ability to read the words on the page so they may find that a child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding. Class teachers assess the children's reading on a regular basis and will change their Book Band colour only when they are confident that both the comprehension and word reading targets have been fully met.

We advise parents to discourage their children from seeing the Book Bands as a race through the colours, but to help them to understand that each band will offer a range of books which will help them in developing different reading skills.

Reading Targets

Each book band level has a child friendly set of criteria to ensure that the children know their reading targets and next steps. These will be shared with the children and form a focus for targeted questioning and discussion as well as a guide to the children how they can progress on to the next book band. These targets begin at Brown book band and go through to Black.

BROWN

Brown books will continue to give children a variety of texts they need to become confident and successful readers. A range of characters, topics and text styles help to keep children engaged and encourage discussion.

PUPIL TARGETS

- Read fluently and pause reading in a suitable place
- Develop their own opinion about a book and discuss it with other people
- Filter through text and highlight key sections of important information
- Revisit a text and find answers by skimming and scanning each paragraph
- Fully understand each text when reading a variety of fiction, poetry, plays and non-fiction
- Actively enjoy reading for pleasure

GREY

Children reading Grey banded books will be able to interpret more sophisticated word-play and understand a range of narration styles. Children should now be able to discuss the characters and narrator in much more detail. Children at this level may enjoy silent reading more, so allow time for regular quiet reading sessions.

PUPIL TARGETS

- Develop own opinions of characters in a story
- Explain a character's motivations
- Understand the use of word-plays and puns
- Understand the use of figurative and literal language
- Make notes and highlight the key events in a story
- Talk in different voices to represent each character and narration
- Have a wider knowledge of narration styles

DARK BLUE

Dark Blue books provide a selection of stories and non-fiction books, including a range of content, narrative styles and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot and deeper structures of character relationships and themes.

PUPIL TARGETS

- Understand how the use of chapters and paragraphs are used to build up ideas
- Compare and discuss the work of an author whilst discussing the positives and negatives of a book
- Read more elaborate descriptive vocabulary
- Challenge themselves when reading and learn new things from texts
- Observe and explain the purpose, audience and viewpoints of different texts

BURGUNDY/DARK RED

Burgundy books encourage children to synthesise information from different places in a text. Children are beginning to recognise how layers of meaning allow for the build-up of humour or tension, and can discuss how the author has achieved the effects. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book in order to understand it.

PUPIL TARGETS

- Explain and discuss the key features of a text
- Describe how and why the author has written their book and discuss the impact it has on the reader
- Identify how the author conveys messages, moods and attitudes
- Challenge themselves when reading and learn new things whilst reading longer books
- Make own decisions about the types of books they are interested in and want to read

BLACK

Black banded books are the final level of the Book Band grading system. Children reading at this level are strong, confident readers. They select a book by personal preference and often read for pleasure. Black books will have very few or no illustrations, and have complex text features found in 'real' or non-scheme books.

PUPIL TARGETS

- Demonstrate a good level of competence in both decoding and comprehension
- Regularly read long chapter books for pleasure
- Read a variety of texts and genres, including a wide range of poetry, plays and textbooks.
- Select their own reading books by using skills, such as reading the blurb and reading a small section of text.
- Recommend books to their peers
- Read poems and plays aloud to show understanding through intonation, tone and volume
- Distinguish between statements of fact and opinion

Daily Storytime in KS2

Teachers will read high quality fiction to their children every day. This will expose them to rich and powerful language and encourage children to try new books at home. Daily storytime will be on each class's timetable and often take place at the end of the day but may form part of writing stimulus.

Promoting a Love of Books

We pride ourselves on our school environments which celebrate a love of books. We utilise spaces within classrooms and around school to display a range of books and reading materials including all types of books – popular new fiction, award winning titles, classics, myths and legends. Non-book materials are also provided such as newspapers, comics and magazines. We also create calm and quiet spaces for reading including maximising the use of the school grounds to find spaces to read outdoors.

All staff talk enthusiastically about reading, sharing with the children examples of books they have read. Reading challenges, reading awards, reading events (e.g. World Book Day, National Poetry Day) are used to provide opportunities to create special moments to further enthuse the whole school community.

Appendix 1: Overview of the reading books and corresponding Speed Sounds and skills

Below is an overview of the reading books that the children will read at home and at school alongside the corresponding Speed Sounds and skills needed for each story and level.

Sound Blending Books Children should know the Set 1 Speed Sounds and how to blend before reading these books				
Book	Focus	Read after Word Time Lesson	Corresponding Home Reading Books	
			Oxford Reading Tree	Book Band
Sound Blending 1	Blending consonant – vowel – consonant (CVC) words	Word Time 1.2	Stage 1+	1 Pink
Sound Blending 2	Blending CVC words	Word Time 1.3		
Sound Blending 3	Blending CVC words	Word Time 1.4		
Sound Blending 4	Blending CVC words	Word Time 1.5		
Sound Blending 5	Blending CVC words with double letters, e.g. well, hiss	Word Time 1.6		
Sound Blending 6	Blending CVC words with digraphs, e.g. ship, lock	Word Time 1.6		
Sound Blending 7	Blending CVC words with digraphs, e.g. chin, bang	Word Time 1.6		
Sound Blending 8	Blending CCVC words, e.g. swim	Word Time 1.7		
Sound Blending 9	Blending CVCC words, e.g. milk	Word Time 1.7		
Sound Blending 10	Blending CVCC words with digraphs, e.g. chimp and CCVC words with digraphs, e.g. clock, smash	Word Time 1.7		
Ditties Sheets* (First Set)	The first set of ditties can be used as a gradual introduction to short groups of words before children read the Red Ditty Books.			

* The Ditty Sheets provide children with additional practice in reading short sentences and texts that contain Set 1 (and some Set 2) Speed Sounds. They also include short and simple writing and comprehension activities.

Red Ditty Level						
Red Ditty Level Books (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Red Ditty Level Book Bag Books	Corresponding Home Reading Books	
					Oxford Reading Tree	Book Band
1	Pin it on	--	All of Set 1	Let's get wet	Stage 2	2 Red
2	Got him	the I		Get him!		
3	Cat in a pot	the no of		The bug		
4	Jam	I of my		The big net		
5	Pick it up	--		Fun run		
6	Wuff, wuff	my I the of		Nip, nip, nip		
7	Let's sing	the I of		The band		
8	Let's swim	I the of		Lots of us		
9	Cluck	my the I for		A big black hen		
10	In the mud	I the of my he		Dig it up		
11	Ditty Sheets* (Second Set) The second set of ditties can be used after the children have read the Red Ditty Books for further practice.					

* The Ditty Sheets provide children with additional practice in reading short sentences and texts that contain Set 1 (and some Set 2) Speed Sounds. They also include short and simple writing and comprehension activities.

Green Level						
Core Storybooks (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Green Level Book Bag Books	Corresponding Home Reading Books	
					Oxford Reading Tree	Book Band
1	On the bus	the your	All of Set 1 Focus: a e i o u	The din on the bus	Stage 3	3 Yellow
2	My dog Ned	the said I of my		Pat, the vet		
3	Six fish	you I said of		Bad cat		
4	The spell	the you I said be of my		A witch's lunch		
5	Black Hat Bob	he said no my I		Red Hat Rob		
6	Tug, tug	he said no I		Lots of fish		
7	Chips	I said of no		Beth's chips shop		

8	The web	said the my are I		Leggy		
9	Pip's pizza	I said the he no you put		That's not my pizza		
10	Stitch the witch	I the said you of		A bed for kit		

Purple Level						
Core Storybooks (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Purple Level Book Bag Books	Corresponding Home Reading Books	
					Oxford Reading Tree	Book Band
1	Ken's cap	the of to no I my	All of Set 1 Focus: a e i o u	The lost truck	Stage 4	4 Light Blue
2	A bad fox	the I me go		A big egg		
3	Big Blob and Baby Blob	the of he baby		Dan's party		
4	Tim and Tom	said my are the I		The best twin		
5	Tag	I said you me		Fun on Planet Bip		
6	Elvis	I you the my		The witch's kitchen		
7	Flip Frog and the bug	I to said the		Black spots		
8	Red Ken	he of the said paint I my		Shift it, Fred!		
9	Billy the kid	said the I me you no		This is my mum		
10	In the bath	the said are your he		Ed and Rex		
11	Ditty Sheets* (Third Set) The third set of ditties can be used for children who have read Set 1 Green Storybooks and Set 2 Purple Storybooks but need more practice reading words with ay, ee, igh, ow, oo before reading Set 3 Pink Storybooks.					

* The Ditty Sheets provide children with additional practice in reading short sentences and texts that contain Set 1 (and some Set 2) Speed Sounds. They also include short and simple writing and comprehension activities.

Pink Level						
Core Storybooks (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Pink Level Book Bag Books	Corresponding Home Reading Books	
					Oxford Reading Tree	Book Band
1	Scruffy Ted	all my like I've the	All of Set 1 Focus: a e i o u	Scruffy Ted gets lost	Stage 5	5 Green
2	Tab the cat	want you call we no her are the		Pip the parrot		
3	In the sun	my of the		Rags		
4	The dressing up box	all me you said the		Sam's bag		
5	Tab's Kitten	he she to no call her I've the		Yap, yap!		
6	Sanjay stays in bed	of are said you all no he	All of Set 1, All of Set 2 Focus: ay	My holiday		
7	The greedy green gremlin	To my washing the	All of Set 1, All of Set 2 Focus: ee	I can see you, Dad!		
8	In the night	Some no all of the	All of Set 1, All of Set 2 Focus: igh	Up all night		
9	Snow	my you to me the	All of Set 1, All of Set 2 Focus: ow as in snow	Let's play in the snow		
10	So cool!	be my no so all	All of Set 1, All of Set 2 Focus: oo as in cool	Boo's coolest day		

Orange Level						
Core Storybooks (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Orange Level Book Bag Books	Corresponding Home Reading Books	
					Oxford Reading Tree	Book Band
1	Playday	what they do said you to the	All of Set 1, All of Set 2 Focus: ay	We can play	Stage 6	6 Orange
2	I think I want to be a bee	what to me be want my	All of Set 1, All of Set 2 Focus: ee	A vet's week		
3	A bad fright	go my what be the	All of Set 1, All of Set 2 Focus: igh	Fright night		
4	Follow me!	said he me you to do what no the go	All of Set 1, All of Set 2 Focus: ow as in snow	Can you see me?		
5	Too much!	old my are	All of Set 1, All of Set 2 Focus: oo as in cool	A bad mood		
6	A good cook?	said all he we my said so to the	All of Set 1, All of Set 2 Focus: oo as in good	Good old Grandad!		
7	Come on, Margo!	was to are old so go you they the	All of Set 1, All of Set 2 Focus: ar	Dads and karts		
8	My sort of horse	so of want all to do my the	All of Set 1, All of Set 2 Focus: or oor ore	Born on a farm		
9	Haircuts	you want do of no the	All of Set 1, All of Set 2 Focus: air	Good hair, bad hair		
10	My best shirt	my said so she we me her to	All of Set 1, All of Set 2 Focus: ir	Birthday Party? No thanks!		
11	Look out!	want my do to the	All of Set 1, All of Set 2 Focus: ou	A house fit for a mouse		
12	Hunt the tortoise	he be said no so go to all call the	All of Set 1, All of Set 2 Focus: oy oi	A pet tortoise		

Yellow Level							
Core Storybooks (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Yellow Level Book Bag Books		Corresponding Home Reading Books	
				Fiction	Non-fiction	Oxford Reading Tree	Book Band
1	The duckchick	some saw her to all was they watch of	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Fox's tricks	Adopted animals	Stage 7	7 Turquoise
2	Off sick	watch(es) was to all said want you are of school her they	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Miss Smith is ill	What happens to your sandwich?		
3	Tom Thumb	small was to do said of what their	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Stuck in fog	Bugs		
4	The gingerbread man	to was her said you of they their	All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: e ea	A hungry fox	Grab a snack		
5	Robin Hood	your who tall you of to want they said	All of Set 1, All of Set 2 Focus: oo as in look	A big bag if cash	Bushcraft		
6	Lost	they call all are your you her what do to brother of were	All of Set 1, All of Set 2 Focus: ay	No way!	Which way is it?		
7	Do we have to keep it?	want all one to do you I'm I've baby	All of Set 1, All of Set 2 Focus: ee	Sam needs feeding	What can baby do?		

8	Danny and the Bump-a-lump	there watch small what some of was to you I've I'm all	All of Set 1, All of Set 2 Focus: igh	Just let me sleep	Fun at night		
9	Grow your own radishes	their you your want some they are small of fall call any to	All of Set 1, All of Set 2 Focus: ow as in grow	The radish contest	Plants		
10	The foolish witch	where some they was you said to were there are tall call wall of	All of Set 1, All of Set 2 Focus: oo oo	Tom's cooking class	What's in the woods?		

Blue Level							
Core Storybooks (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Blue Level Book Bag Books		Corresponding Home Reading Books	
				Fiction	Non-fiction	Oxford Reading Tree	Book Band
1	Barker	does were all one said of to they	All of Set 1, All of Set 2 Focus: ar	Dog school	A card to Grandad	Stage 8	8 Purple
2	The poor goose	any other two one all her there said were I'm to	All of Set 1, All of Set 2 Focus: or oor ore	A horse on Dartmoor	Running contests		
3	Hairy Fairy	could there all they any I'm I've to what do ball	All of Set 1, All of Set 2 Focus: air	A job for Hairy Fairy	It's so hairy!		
4	King of the birds	would want their watch some there said all water were they are to was one wash you	All of Set 1, All of Set 2 Focus: ir	The thirsty crow	Birds		
5	Our House	anyone over who all one watch does they school you to were was said wasn't	All of Set 1, All of Set 2 Focus: ou	Greyhounds	Cool houses		
6	The jar of oil	through once there son who your her was to you of one all	All of Sets 1, 2 & 3 Focus: oi oy	A second jar of oil	Our incredible planet		
7	Jade's party	brother all where said one was you of	All of Sets 1, 2 & 3 Focus: ay a-e a	Party games	Food festivals		
8	Jellybean	any what one was want does could said some of	All of Sets 1, 2 & 3 Focus: ee ea e y	Beastly pets	Small but deadly		
9	A box full of light	all who there their could some of was they to said saw what	All of Sets 1, 2 & 3 Focus: igh i-e ie i	Dick Whittington	The Sun		

10	The hole in the hill	whole want your any could their was small tall all of to you were people	All of Sets 1, 2 & 3 Focus: o-e	All alone	Making sounds with instruments		
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Grey Level							
Core Storybooks (read in school)		Red words focussed on in the story book	Speed Sounds Children should know the sounds listed before reading each book	Grey Level Book Bag Books		Corresponding Home Reading Books	
				Fiction	Non-fiction	Oxford Reading Tree	Book Band
1	Rex to the rescue	should were there call want come could one through was you to said all of through	All of Sets 1, 2 & 3 Focus: oo u-e ue	A happy pug	Animals that help us	Stage 9	9 Gold
2	The lion's paw	many could one are were other through was call to there they said	All of Sets 1, 2 & 3 Focus: or oor ore aw	King Midas	The Romans		
3	I dare you	two there who were you said your one could what was school to of all	All of Sets 1, 2 & 3 Focus: are air	Men on the moon Nancy	Roman's space telescope		
4	Looking after a hamster	mother are you want to one your they come other of water	All of Sets 1, 2 & 3 Focus: ir ur er	Bert the explorer	A pet or a pest?		
5	How silly!	above father son mother some here who there people water was to you all what come they were one	All of Sets 1, 2 & 3 Focus: ou ow as in how	Silly games	April Fool!		
6	Wailing Winny's car boot sale	buy bought do some to of said you	All of Sets 1, 2 & 3 Focus: ay a-e ai aigh a	Dad makes a mistake	Amazing caves		
7	Toad	father one watch should there come said who anyone whole water was ball of what your could you were	All of Sets 1, 2 & 3 Focus: ow o-e oa o	Frog or toad?	Pond life		
8	Andrew	great brother above where could was what here someone through another there school water of were to all one	All of Sets 1, 2 & 3 Focus: oo u-e ue ew	The lifeboat crew	The deep blue sea		
9	Dear Vampire	walk said they were was what small are	All of Sets 1, 2 & 3 Focus: ire ear	The train of fear	Mythical monsters		

		any here son who would there to you all					
10	Vulture culture	one some their where they many are were come two of above	All of Sets 1, 2 & 3 Focus: ure ture	Carrion creatures	The Inca Trail		
11	Celebration on planet Zox	caught worse call come was said their great who everyone should here watch all they of you were there another	All of Sets 1, 2 & 3 Focus: tion	Pay attention, please	Planets		
12	A very dangerous dinosaur	talk thought there where all through one would two was they other	All of Sets 1, 2 & 3 Focus: ous cious tious	Dinosaur times	Dinosaur discovery		
13	The invisible clothes	love wear some could buy bought thought everyone father any whole one you said was through there they were walk	All of Sets 1, 2 & 3 Focus: able ible ably ibly	Rumpelstiltsk in	Clothes		

Appendix 2: Example of the information sent home to parents about home reading at RWI Level

Dear Parents/Carers

How to help your child read the Read, Write inc. 'Book Bag Books'

We have recently updated some of our home reading books and these new books have been matched to the level that your child is working at in school. Your child has been able to choose from this new range of books from today.

The books give your child extra practice in reading a story that includes sounds they have learned in school. Each book level is closely matched to your child's phonic and reading ability. As we work on new sounds and words in school (as well as reinforcing words and sounds already taught), we anticipate that your child will make progress through the levels so that the books continue to reinforce and develop their reading skills.

Please ensure that your child returns their book each Monday and Friday so that we can allocate a new book; this will help in supporting your child to make progress through the scheme.

It is important to take note of the advice given in the front of the books to support your child with their home reading. In doing so, you will provide them the opportunity to showcase their reading skills and gain confidence and develop fluency in their reading.

Below is a summary of advice for supporting your child with their home reading book.

- After reading the title of the story, turn to the information pages and go through the activities with your child before they begin to read the story. Do not read the story to your child first. Point to the words as they read. If your child hesitates, help them to sound-blend the word.
- Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.
- Don't make them struggle too much and praise them when they succeed.
- Do it all with patience and love!

Each book has a section on the initial pages which list the green words and red words which appear in each story. They also contain a vocabulary check section. Encourage your child to read these words in each section to build confidence prior reading the story.

Story Green Words

Story Green Words are made up of sounds your child has already learnt.

Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if they get stuck on a word, read the word to them.

Vocabulary Check

Ask your child to read each word in the list. Tell them the meaning of each word in the context of the story.

Once you have completed the initial activities, then your child will have the best start at reading the book with independence.

As well as completing the initial activities and reading the story, each story contains pages with related activities at the back of each book. After reading the story, please support your child to complete these.

Questions to read and answer

Ask your child to read the sentences and choose the correct answer. If you wish, you could take a photo of this page on Seesaw and ask your child to circle the answers on the screen and post it to their Seesaw journal.

Retell the story

Take turns to retell the story with your child using the picture cues for support.

Questions to chat about

Read these questions aloud to your child and ask them to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than they can read at the moment.

Important Note

As well as the book bag books that your child brings home for their home reading, it is important to read stories to your children that are beyond any level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon they will be able to read those books for themselves, as well as listen to them. School has a wide range of stories that you are very welcome to borrow, particularly as access to libraries is difficult at the moment. Each week, your child can also take home a book from our school library to share with you.

If you have any further questions about phonics or home reading, please do not hesitate to get in touch.

Many Thanks,

Appendix 3 Lower Key Stage Two Guided Reading Planning Proforma

Date:	Group:	Level/Book band:
Title & Author:		
Pre Reading:		
During Reading:		
Key Questions:		
Next Steps:		
Pupil Progress Against Objectives		

Focus Objectives

Word Reading Skills
a Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
b Read further common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.
Reading Comprehension
c Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that are structured in different ways.
d Use dictionaries to check the meaning of unfamiliar words they have read.
e Re-tell familiar stories orally.
f Identify themes and conventions in a wide range of books.
g Read aloud and perform- showing understanding through intonation, tone, volume and action.
h Discuss words and phrases that capture the reader's interest and imagination.
i Discuss authorial choices and how words/phrases are used to create impact.
j Recognise different forms of poetry (e.g. free verse, narrative poetry).
k Discuss their understanding and explain the meaning of words in context.
l Ask questions to improve their understanding of a text.
m Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify their inferences with evidence.
n Predict what might happen from details stated and implied.
o Identify themes and conventions in a wide range of books.
p Identify the main ideas drawn from more than one paragraph and summarise them.
q Identify how language, structure and presentation contribute to meaning.
Retrieve and Record Information
r Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams.
s Skim and scan to locate key information, which may include highlighting and annotating a text.
Participate in Discussion about Books
t Express ideas and viewpoints across a range of genres.
u Ask and respond to questions using evidence from a text.
v Actively listen to others by maintaining eye contact and demonstrating 'listening body language'.
w Adapt and change viewpoints in response to others' opinions.

Appendix 4 Upper Key Stage Two Guided Reading Planning Proforma

Date:	Group:	Level/Book band:
Title & Author:		
Pre Reading:		
During Reading:		
Key Questions:		
Post Reading:		
Pupil Progress against Objectives		

Focus Objectives

Word Reading Skills

a Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.

Reading Comprehension

b Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.

c Re-tell parts of text/ whole stories orally.

d Recommend books that they have read to their peers, giving reasons for their choices.

e Identify and discuss themes and conventions in and across a wide range of writing.

f Make comparisons within and across books.

g Learn a wider range of poetry by heart.

h Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

i Check that the book makes sense to them, discussing their understanding and exploring the meaning of word in context.

j Ask questions to improve their understanding.

k Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

l Predict what might happen from details stated and implied.

m Identify how language, structure and presentation contribute to meaning.

n Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

o Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

p Distinguish between statements of fact and opinion.

Retrieve and Record Information

q Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams.

r Skim and scan to locate key information, which may include highlighting and annotating a text.

Participate in Discussion about Books

s Ask and respond to questions using evidence from a text.

t Actively listen to others by maintaining eye contact and demonstrating 'listening body language'.

u Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others.

Appendix 5 Expectations for reading by year group

Expectations for reading in Year 2 (post RWI Level)

In school:

- Taught reading activities daily, including reading with an adult once a week
- Reading comprehension texts, as part of class teaching
- Daily whole class story time
- Big books and shared books used as part of class teaching and to inform writing skills
- Library time once every three weeks
- Banded book sent home by class teacher chosen through careful assessment of your child's reading ability.
- Additional 1:1 reading or intervention, as appropriate
- An adult to monitor reading diaries regularly

At home:

- One teacher choice book from our reading scheme linked to taught phonic progression (chosen based on 1:1 reading with child and changed depending on progress made in reading) sent home
- Parent/carer to record in child's reading diary and sign when an adult has listened to them read
- Where appropriate we ask all our Year 2 children outside of school to read independently at least 3 times a week. This could be their reading book, online reading or an age appropriate magazine, their own book from home or a library book. Reading a range of texts is important and it helps them practice their developing skills
- In addition to independent reading at this point in Key Stage One we also encourage your child to read the children's book that the class teacher sends home to an adult for a minimum of 10 minutes a night.

We believe reading should be shared, it is best when it takes place with an adult and your child reads out loud. Talking about words in the book and their meaning as well as what is happening helps children develop their comprehension skills too. This can be done by asking them questions about the story, information, characters, events or getting them to predict what might happen next and why they think this.

Expectations for reading in Year 3

In school:

- Whole class daily reading lessons that build on established phonic understanding to improve your child's ability to establish meaning and comprehend the texts that they read
- Whole class texts read aloud regularly
- 'We love reading' sessions daily, incorporating free choice reading, comprehension activities, shared reading and more
- Additional interventions, as appropriate
- Banded book sent home by class teacher chosen through careful assessment of your child's reading ability.
- Children encouraged to record in reading diaries independently
- Adult monitoring reading diaries regularly

At Home:

- Daily reading recorded in reading diary (both independent reading and reading to an adult)
- Allocated book band books to be read at home depending on your child's ability'
- We ask all our Year 3 children outside of school to read independently at least 3 times a week. This could be their reading book, online reading or an age appropriate magazine, their own book from home or a library book. Reading a range of texts is important and it helps them practice their developing skills.
- In addition to independent reading at this point in Key Stage Two we also encourage your child to read the children's book that the class teacher sends home to an adult for a minimum of 10-15 minutes a night.

We believe reading should be shared, it is best when it takes place with an adult and your child reads out loud. Talking about words in the book and their meaning as well as what is happening helps children develop their comprehension skills too. This can be done by asking them questions about the story, information, characters, events or getting them to predict what might happen next and why they think this.

Expectations for reading in Year 4

In school:

- Whole class daily reading lessons that build on comprehension skills as well as improving vocabulary and understanding of spelling, punctuation and grammar
- Whole class texts read aloud regularly and used to inspire creative writing
- ‘We love reading’ sessions daily, incorporating free choice reading, comprehension activities, shared reading and more
- Additional interventions, as appropriate
- Children encouraged to record in reading diaries independently
- Where appropriate banded book sent home by class teacher chosen through careful assessment of your child’s reading ability
 - Teachers to guide children towards choosing age and ability appropriate books when they have completed the reading scheme
- Adult monitoring reading diaries and appropriateness of independently chosen books regularly

At Home:

- Daily reading recorded in reading diary both independent and to an adult.
- Books sent home to be read at home depending on your child’s ability
- We ask all our Year 4 children outside of school to read independently at least 3 times a week. This could be their reading book, online reading or an age appropriate magazine, their own book from home or a library book. Reading a range of texts is important and it helps them practice their developing skills.
- In addition to independent reading at this point in Key Stage Two we also encourage your child to read the children’s book that the class teacher sends home to an adult for a minimum of 15 minutes a night.

We believe reading should be shared, it is best when it takes place with an adult and your child reads out loud. Talking about words in the book and their meaning as well as what is happening helps children develop their comprehension skills too. This can be done by asking them questions about the story, information, characters, events or getting them to predict what might happen next and why they think this.

Expectations for reading in Year 5

In school:

- Whole class daily reading lessons that build on comprehension skills as well as improving vocabulary and understanding of spelling, punctuation and grammar
- Whole class texts read aloud regularly and used to inspire creative writing
- ‘We love reading’ sessions daily, incorporating free choice reading, comprehension activities, shared reading and more
- Additional interventions, as appropriate
- Children encouraged to record in reading diaries independently
- Children encouraged to bring in books from home and read them both at home and school
- Where appropriate banded book sent home by class teacher chosen through careful assessment of your child’s reading ability.
 - Teachers to guide children towards choosing age and ability appropriate books when they have completed the reading scheme.
- Adult monitoring of children’s chosen texts and reading diaries regularly

At Home:

- Daily reading recorded in reading diary by child both whether it is independent or to an adult
- We ask all our Year 5 children outside of school to read independently as often as possible. This could be their reading book, online reading or an age appropriate magazine, their own book from home or a library book. Reading a range of texts is important and it helps them practice their developing skills
- In addition to independent reading at this point in Key Stage Two we also encourage your child to read their chosen book to an adult regularly.
- We ask you to encourage your child to read for 15-20 minutes every night whether independently or to an adult

We believe reading should be shared, it is best when it takes place with an adult and your child reads out loud. Talking about words in the book and their meaning as well as what is happening helps children develop their comprehension skills too. This can be done by asking them questions about the story, information, characters, events or getting them to predict what might happen next and why they think this.

Expectations for reading in Year 6

In school:

- Whole class daily reading lessons that build on comprehension skills as well as improving vocabulary and understanding of spelling, punctuation and grammar
- Whole class texts read aloud regularly and used to inspire creative writing
- ‘We love reading’ sessions daily, incorporating free choice reading, comprehension activities, shared reading and more
- Additional interventions, as appropriate
- Children encouraged to record in reading diaries independently
- Children encouraged to bring in books from home and read them both at home and school
- Where needed as part of intervention banded book sent home by class teacher chosen through careful assessment of your child’s reading ability
- Teachers to guide children towards choosing age and ability appropriate books when they have completed the reading scheme
- Adult monitoring of children’s chosen texts and reading diaries regularly

At Home:

- Daily reading recorded in reading diary by child both whether it is independent or to an adult
- We ask all our Year 6 children outside of school to read independently as often as possible. This could be their reading book, online reading or an age appropriate magazine, their own book from home or a library book. Reading a range of texts is important and it helps them practice their developing skills
- In addition to independent reading at this point in Key Stage Two we also encourage your child to read their chosen book to an adult regularly
- We ask you to encourage your child to read for 15-20 minutes every night whether independently or to an adult

We believe reading should be shared, it is best when it takes place with an adult and your child reads out loud. Talking about words in the book and their meaning as well as what is happening helps children develop their comprehension skills too. This can be done by asking them questions about the story, information, characters, events or getting them to predict what might happen next and why they think this.

Appendix 6 References

- Ofsted Short Inspection May 2019

Next steps for the school

Leaders and those responsible for governance should ensure that:

- improvement and development plans are sharpened and linked precisely to the correct priorities
- effective, accurate assessment systems are put in place to better inform teachers' planning for pupils and leaders' strategic aims
- leaders evaluate disadvantaged pupils' progress more meticulously and act successfully to diminish the differences between this group and others across subjects
- all children in Reception read books with increased frequency to and with staff
- recent initiatives in writing are embedded in each key stage and improved rates of progress for all pupils are secured
- pupils develop greater fluency in their basic number skills and have regular opportunities to reason mathematically and solve increasingly sophisticated problems.

- 'Building an Outstanding Reading School' Oxford School Improvement

https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstanding.pdf

- 'PREPARING FOR LITERACY Improving communication, language and literacy in the early years'

Education Endowment Fund (EFF)

https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf

- 'Improving Literacy in Key Stage 1'

Education Endowment Fund (EFF)

https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf

- 'Improving Literacy in Key Stage 2'

Education Endowment Fund (EFF)

https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf

- The National Literacy Trust

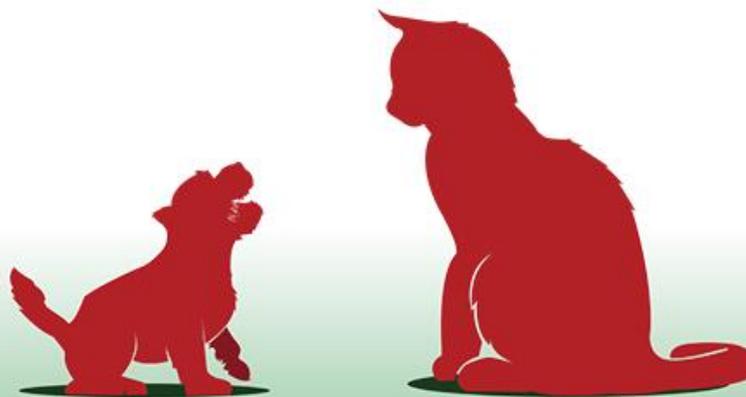
<https://literacytrust.org.uk/information/what-is-literacy/>

- The Simple View of Reading

<https://www.readingrockets.org/article/simple-view-reading>

<https://youtu.be/BhpHr3SC7hk>

The Simple View of Reading



"The little dog barked at the big cat."

Accuracy & Fluency

Meaning

The little dog barked at the big cat.

Seeing each letter but not knowing what sounds these letters represent.



?

No meaning associated.

The...l...i...t...t...le...d...o...g...b...ar...k...ed...a...t...the...b...i...g...c...a...t

Producing the sounds the letters make, but it takes a lot of effort.



Recognizing each word, but not the overall meaning of the sentence.

The little dog barked at the big cat.

Putting the individual sounds together easily to pronounce each word.



Fully grasping the meaning of the sentence.