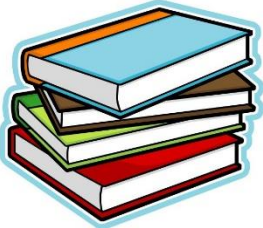


Reading at Decoy Community Primary School

Reading Curriculum Plan



Decoy Community Primary School: Intent for Reading

- ✓ Decoy Community Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils including the weakest readers make sufficient progress to meet or exceed age-related expectations.
- ✓ Children are able to develop vocabulary, language comprehension, and love of reading through stories, poems, rhymes and non-fiction.
- ✓ Children are familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- ✓ Decoy Community Primary School follow an approved phonics programme of study ; Read Write Inc. Children quickly learn to read using the Read, Write, Inc phonics programme. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through Read, Write, Inc phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know.
- ✓ Decoy Community Primary School has clear expectations of pupils' phonics progress half-termly, from Reception to Year 2 and is detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.
- ✓ Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both in school and at home.

Reading for Pleasure

Intent

- ✓ Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities.
- ✓ To build preferences in reading and choose to read a variety of texts.
- ✓ To recognise individual authors and styles of reading that individuals enjoy.
- ✓ To engage in book discussion in a range of contexts, alongside both adults and peers.
- ✓ To share and recommend a range of books.

Implementation

- ✓ Annual book fair to promote new books available as well as classic texts.
- ✓ Involvement in World Book Day reading activities to share a love of books.
- ✓ Sharing books and celebrating reading achievements in assembly.
- ✓ Teacher reading to whole class on a daily basis to share and promote a love of reading.
- ✓ PPG children provided with a selection of books to take home to read and share.
- ✓ Reading champions to develop opportunities for reading for pleasure.
- ✓ Class visits to the local library.
- ✓ Author of the month display in school.
- ✓ Don't judge a book by its cover.
- ✓ Reading resources updated to provide children a wide-range of reading material.
- ✓ In addition, all contexts below contribute to developing reading for pleasure.

Reading Aloud to Children

	Foundation	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
	Nursery and Reception	Year 1	Year 2	Year 3/4	Year 5/6
Intent	<ul style="list-style-type: none">✓ Building a bank of nursery rhyme knowledge.✓ Exposing children to texts beyond what they can read themselves.✓ Developing an enjoyment of reading	<ul style="list-style-type: none">✓ Building a bank of classic story knowledge.✓ Exposing children to texts beyond what they can read themselves.✓ Developing an enjoyment of reading	<ul style="list-style-type: none">✓ Widening knowledge of texts and authors, including non-fiction and poetry.✓ Sustaining stamina in listening and reading texts.✓ Making connections within a book.	<ul style="list-style-type: none">✓ Introducing children to a wider range of authors and contexts e.g. historical and cultural.	<ul style="list-style-type: none">✓ Exposing children to challenging and archaic texts, e.g., language, themes.
Implementation	<ul style="list-style-type: none">✓ Daily exposure to quality books for a minimum of twenty minutes✓ Development of a reading spine				
Core Texts	<ul style="list-style-type: none">✓ A range of traditional nursery rhymes.	<ul style="list-style-type: none">✓ A range of traditional tales.	<ul style="list-style-type: none">✓ A variety of Aesop’s fables.	<ul style="list-style-type: none">✓ Literacy coordinator holds this information	
	Children across the school will be exposed to a range and variety of poetry				

Independent Reading and Home / School Reading

	Foundation	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
	Nursery and Reception	Year 1	Year 2	Year 3/4	Year 5/6
Intent	<ul style="list-style-type: none"> ✓ Independently reading phonetically decodable books matched to their phonetic knowledge and skills. 		<ul style="list-style-type: none"> ✓ Independently reading phonetically decodable books matched to their phonetic knowledge and skills. ✓ Read age-appropriate books. ✓ Increase stamina. 	<ul style="list-style-type: none"> ✓ Choosing appropriate text. ✓ Reading for sustained periods of time. ✓ Increasing the length and complexity of texts being read. ✓ Read short novels independently with understanding (by the end of Year 4). 	<ul style="list-style-type: none"> ✓ Reading age-appropriate books, including whole novels. ✓ Widening the range and challenge of books they read, including texts from a wider literary heritage.
Implementation	<ul style="list-style-type: none"> ✓ Decodable books selected based on links to RWI phonics programme (Book bag books). ✓ Books are changed on a regular basis (weekly) once the child has completed that stage of the RWI programme. ✓ If a child is off of the RWI programme, children select books based on their ZPD (identified through Accelerated Reader STAR test – half-termly). ✓ Opportunity to take home a book to share for pleasure in addition to the decodable text. 			<ul style="list-style-type: none"> ✓ In Key Stage 2, children choose their books from the school library where age-appropriate books and Accelerated Reader levelled books (ZPD) are recommended. ✓ Teachers recommend books to children if they are uncertain what to read based on the child's interests and reading phase. School librarian (TA0029) is also available in the library to help children with choosing ZPD-appropriate books. ✓ Children record their reading in their reading records. They are expected to read at home 4 times a week, leave comments about what they have read and these should be signed by an adult. ✓ Once children have completed a book, they use Accelerated Reader to complete a 	

		<p>comprehension-based quiz. Scores are monitored closely using AR reports to ensure that children are reading appropriate books and are making good progress.</p> <ul style="list-style-type: none">✓ In KS2 children are encouraged to read longer novels where they can develop their understanding over longer books.✓ Opportunity to take home a book to share for pleasure in addition to the AR book.
--	--	---

Guided Reading / Reading Instruction

	Foundation	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
	Nursery and Reception	Year 1	Year 2	Year 3/4	Year 5/6
Intent	✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the Early Learning Goals.	✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum and Early Learning Goals.	✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum.	✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum.	✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum.
Implementation	<ul style="list-style-type: none"> ✓ Daily RWI sessions. ✓ Guided reading sessions once children are off of the RWI phonics programme. 			<ul style="list-style-type: none"> ✓ In Key Stage 2, we follow a guided reading structure that involves grouping children by reading ability and follows a series of structured learning activities that children rotate through during the week. ✓ Activities include a pre-read that introduces the focus text, a guided-read with a teacher that follows up from the pre-read and a post-read that consolidates learning and introduces a task based on the focus text. ✓ Children also have an additional Accelerated Reader session and a reading menu session (a reading based activity focussed around their AR book). 	
Core Texts	<ul style="list-style-type: none"> ✓ RWI phonics – Please see Appendix 1 for full list of texts covered within the programme. 			<ul style="list-style-type: none"> ✓ Literacy coordinator holds this information. 	

Shared Reading – (as part of) Teaching Sequences

	Foundation	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
	Nursery and Reception	Year 1	Year 2	Year 3/4	Year 5/6
Intent	✓ Children can read and understand simple sentences using phonic knowledge to decode regular words and read them aloud accurately. Children can read some common irregular words.	✓ Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently.			
Implementation		✓ First week of each teaching sequence: Immersion: sharing the text; providing opportunities to respond to the text; provide opportunities to map and learn the text, exploring text structure and summarise text features (reading objectives as identified on sequence planning).			
Core Texts		✓ Literacy coordinator holds this information.			

Core Reading Texts To Support Reading Across The Curriculum

	Foundation	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
	Nursery and Reception	Year 1	Year 2	Year 3/4	Year 5/6
Intent	✓ Listen to and discuss information books, other non-fiction and related narrative/ poetry texts to establish the foundations for their learning in other subjects.		✓ Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum.	✓ Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	✓ The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Implementation	✓ Children will be exposed to a range of non-fiction information texts linked to different subjects of their learning. This will provide them with the additional facts and information linked to the National Curriculum. In addition, children may use computer research topics. Therefore continuing to develop their knowledge across the wider curriculum.				

Shared Reading – (as part of) Teaching Sequences

	Foundation	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
	Nursery and Reception	Year 1	Year 2	Year 3/4	Year 5/6
Assessment evidence in order to assess impact	<ul style="list-style-type: none"> ✓ Early Years Foundation Stage Profile. ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. ✓ Phonic assessments 	<ul style="list-style-type: none"> ✓ Phonics Screening check. ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. ✓ Phonic assessments (RWI) half termly informing appropriate groupings. 	<ul style="list-style-type: none"> ✓ SATs Phonics screening check. ✓ Guided reading group observation notes. ✓ Reading speed check. ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. 	<ul style="list-style-type: none"> ✓ NFER reading papers sat termly. ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. ✓ Guided reading records. Verbal and written book reviews and recommendations. ✓ Written responses to reading activities. 	<ul style="list-style-type: none"> ✓ SATs papers (6). ✓ NFER reading papers sat termly (5). ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home reading records. ✓ Guided reading records Verbal and written book reviews and recommendations. ✓ Written responses to reading activities
Assessment expectations [What assessment criteria and when?]	<ul style="list-style-type: none"> ✓ We use the ELG's to determine what needs to be assessed. ✓ Assessments are ongoing throughout the year. 	<ul style="list-style-type: none"> ✓ Phonics assessments (RWI) are undertaken half termly. ✓ The Phonics/Literacy lead uses these to group children for phonics programme (homogeneous 	<ul style="list-style-type: none"> ✓ We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations. 	<ul style="list-style-type: none"> ✓ We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations. ✓ Children are assessed formally three-times per year (once per term) using reading assessment paper appropriate for their age. ✓ In Year 6, past SATS papers are used to give children exposure to questions presented in various formats. 	

		groupings), and teachers use their on-going teacher assessment, to identify children who are not achieving age-related expectations.	✓ The KS1 Teacher Assessment framework is applied when making teacher judgements.	
--	--	--	---	--

Appendix 1

My Speed Sounds books	
My Set 1 Speed Sounds Book	For practising reading and writing Set 1 Speed Sounds
My Sets 2 & 3 Speed Sounds Book	For practising reading and writing Sets 2 & 3 Speed Sounds

Sound Blending books for the classroom	Children should know the Set 1 Speed Sounds and how to blend before reading these books	Sound Blending Book Bag Books
Sound Blending 1	Focus: blending consonant – vowel – consonant (CVC) words	Sound Blending 1
Sound Blending 2	Focus: blending CVC words	Sound Blending 2
Sound Blending 3	Focus: blending CVC words	Sound Blending 3
Sound Blending 4	Focus: blending CVC words	Sound Blending 4
Sound Blending 5	Focus: blending CVC words with double letters, e.g. <i>well</i> , <i>hiss</i>	Sound Blending 5
Sound Blending 6	Focus: blending CVC words with digraphs, e.g. <i>ship</i> , <i>lock</i>	Sound Blending 6
Sound Blending 7	Focus: blending CVC words with digraphs, e.g. <i>chin</i> , <i>bang</i>	Sound Blending 7
Sound Blending 8	Focus: blending CCVC words, e.g. <i>swim</i>	Sound Blending 8
Sound Blending 9	Focus: blending CVCC words, e.g. <i>milk</i>	Sound Blending 9
Sound Blending 10	Focus: blending CVCC words with digraphs, e.g. <i>chimp</i> and CCVC words with digraphs, e.g. <i>clock</i> , <i>smash</i>	Sound Blending 10

85 Core Storybooks
Red Ditty level

Red Ditty Level books each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the sounds listed before reading each book	Corresponding Book Bag Book titles
1	Pin it on	put	All of Set 1	Let’s get wet
2	Got him	the I put		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 put 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
Green level				
Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Core Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
1	On the bus	the your	All of Set 1 Focus: a e i o u	The din on bus
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 chip shop

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

Purple level				
Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Core Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
1	Ken's cap	the of to no I my	All of Set 1 Focus: a e i o u	The lost truck
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

Pink level

Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
1	Scruffy Ted	all my like I've the	All of Set 1 Focus: a e i o u	Scruffy Ted gets lost
2	Tab the cat	want you call we be 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 <i>snow</i>	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 <i>cool</i>	Boo's coolest day

Orange level			
Core Storybooks each title is also	Red Words focussed on in the Storybook	Speed Sounds Children should know the	Corresponding Book Bag Book titles

available in black and white to send home			Speed Sounds listed before reading each book	
1	Playday	what they do said you to the	All of Set 1, All of Set 2 Focus: ay	We can play!
2	I think I want to be 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	Can you see me?
5	Too much!	old my are	All of Set 1, All of Set 2 Focus: oo as in <i>too</i>	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 <i>good</i>	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 each title is also	Red Words focussed on	Speed Sounds	Corresponding Book Bag Book titles

available in black and white to send home		in the Storybook	Children should know the Speed Sounds listed before reading each book	Fiction	Non-fiction
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
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 <i>look</i>	A big bag of 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-alump	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	All of Set 1, All of Set 2 Focus: ow as in <i>grow</i>	The radish contest	Plants

		of fall call any to			
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 each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
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
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

Grey level					
Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
1	Rex to the rescue	should were there call want come could one through	All of Sets 1, 2 & 3 Focus: oo u-e ue	A happy pug	Animals that help us

		was you to said all of through			
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 <i>how</i>	Silly games	April Fool!
6	Wailing Winnie'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

Grey level (continued)					
Core Storybooks each title is also available in black and white to send home		Red Words focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
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 any here son who would there to you all	All of Sets 1, 2 & 3 Focus: ire ear	The train of fear	Mythical monsters
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	Rumpelstiltskin	Clothes
----	-----------------------	---	---	-----------------	---------

35 Non-fiction titles		Speed Sounds	
		Children should know the Speed Sounds listed before reading each book	
Green level			
1	Hands	All of Set 1	
2	We can all swim!		
3	Let's go!		
4	What am I?		
5	Camping		
Purple level			
1	Hens	All of Set 1	
2	Spiders		
3	A pet goldfish		
4	What is it?		
5	Puppets		
Pink level			
1	Jay's clay pot	All of Set 1, All of Set 2 Focus: ay	
2	Beep! Beep! Clocks and watches	All of Set 1, All of Set 2 Focus: ee	
3	Bats	All of Set 1, All of Set 2 Focus: igh	
4	Light and shadow	All of Set 1, All of Set 2 Focus: ow as in <i>shadow</i>	
5	Baboons	All of Set 1, All of Set 2 Focus: oo as in <i>baboons</i>	

Orange level		
1	Jam tarts	All of Set 1, All of Set 2 Focus: ar
2	Horses	All of Set 1, All of Set 2 Focus: or
3	Up in the air	All of Set 1, All of Set 2 Focus: air
4	Blackbirds	All of Set 1, All of Set 2 Focus: ir
5	Jim's house 1874	All of Set 1, All of Set 2 Focus: ou

Non-fiction titles		Speed Sounds
		Children should know the Speed Sounds listed before reading each book
Yellow level		
1	In the park	All of Sets 1, 2 & 3 Focus: ar
2	A sweetcorn salad	All of Sets 1, 2 & 3 Focus: or
3	Fun at the fair	All of Sets 1, 2 & 3 Focus: air
4	A model bird	All of Sets 1, 2 & 3 Focus: ir
5	A mouse in the house	All of Sets 1, 2 & 3 Focus: ou

Blue level		
1	Save the whale	All of Sets 1, 2 & 3 Focus: a-e
2	How to make peach treat	All of Sets 1, 2 & 3 Focus: ea as in <i>peach</i>

3	On your bike	All of Sets 1, 2 & 3 Focus i-e
4	A hole in my tooth	All of Sets 1, 2 & 3 Focus o-e
5	At the seaside	All of Sets 1, 2 & 3 Focus: a-e i-e o-e ea
Grey level		
1	A job for Jordan	All of Sets 1, 2 & 3 Focus: or, aw
2	Flight to New York	All of Sets 1, 2 & 3 Focus: u-e ew
3	The ice and snow book	All of Sets 1, 2 & 3 Focus: i-e
4	The stone age	All of Sets 1, 2 & 3 Focus: o-e
5	A place in space: the Moon	All of Sets 1, 2 & 3 Focus: a-e

15 Set A Storybooks		Speed Sounds
		Children should know the Speed Sounds listed before reading each book
Green level		
1	The get fit club	All of Set 1
2	Jan's pancake	
3	Skateboard Sid	
4	Will's net	
5	Go and play	

Purple level		
1	Skateboard Sid and the hat	All of Set 1
2	Stop!	
3	Popcorn	
4	The chest in sand	
5	Tom's tricks	
Pink level		
1	The troll in the pond	All of Set 1, All of Set 2 Focus: ay
2	A map in the attic	All of Set 1, All of Set 2 Focus: ee
3	The big match	All of Set 1, All of Set 2 Focus: igh
4	Tortoise and Hare	All of Set 1, All of Set 2 Focus: ow as in <i>slow</i>
5	Sol's balloon	All of Set 1, All of Set 2 Focus: oo as in <i>balloon</i>