

## **A GUIDE TO THE READING SCHEME IN LONGTHORPE PRIMARY SCHOOL**

When your child begins to bring books home, some of them will be books without words. This is so that you and your child can tell the story together using the pictures to help you. Your child will become familiar with key characters and begin to use story language.

As your child begins to learn the phonic code, they will bring home books with very few words. Your child should be able to blend sounds they know together and read nearly all of the words in these books themselves. This is such an important stage and children need to practice these sounds and words many times until they can read them as whole words, without the need to sound out each letter and blend together.

As the children continue to progress with their reading, they will bring home books with more words on each page. Some of these words will be high frequency words. These are words that cannot be sounded out using phonics but they will be words that children read again and again, for example why or come.

The vocabulary in the reading books will become less familiar with new words being introduced. These will need discussing so that your child understands what they are reading and can then begin to use these words in their own writing. There will also be much more to talk about in the books such as why characters behave in a certain way, what do they think will happen next and what would they do if they were the character in the story. This is called inference and is a crucial part in the development of a reader. Once children can use inference they are well on their way to becoming an independent reader.

Most children stay on the reading scheme until Year 6. You will often find that a child progresses very quickly through the early stages and then remains on the last few stages for what will seem a long time. Please do not see this as a problem. It is very important that children spend plenty of time in the last few stages of the scheme really building on all their skills until they become fluent and have a good understanding of vocabulary and text.

Below are the recommended reading ages for the different colour bands/levels in the reading scheme. This is just a guideline and not all children will follow this progress. For some children the early stages take longer than others and then they make rapid progress. For others progress slows down later on. Please speak to your child's teacher if you have any concerns.

### **CHALLENGE BOXES**

Challenge boxes are available for children who have read quickly up through the scheme books and need to broaden their experience across publishers, authors and genres (often High Ability children). These are context/content appropriate yet still engage these readers who access many books. These can be found in the library.

## OXFORD READING TREE COLOUR LEVELS AND BANDS

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| <p><b>Age 4 – 5 (Reception)</b></p> <p>Band: Pink   Level: 1<br/>Band: Red   Level: 1+, 2<br/>Band: Yellow   Level: 3</p>  | <p><b>Age 5 – 6 (Year 1)</b></p> <p>Band: Blue   Level: 4<br/>Band: Green   Level: 5<br/>Band: Orange   Level: 6</p> | <p><b>Age 6 – 7 (Year 2)</b></p> <p>Band: Turquoise   Level: 7<br/>Band: Purple   Level: 8<br/>Band: Gold   Level: 9<br/>Band: White   Level: 10<br/>Band: Lime   Level: 11</p> |
| <p><b>Age 7 – 11 (KS2)</b></p> <p>Year group: <b>Year 4/P5, Year 5/P6, Year 6/P7</b></p> <p>Level (ORT) : <b>Stage 8, Stage 9, Stage 10, Stage 11, Stage 12, Stage 13, Stage 14, Stage 15, Stage 16, Stage 17, Stage 18, Stage 19, Stage 20</b></p> <p>Book band : <b>Brown, Grey, Dark Blue, Dark Red</b></p> |  |   |