



Sheen Mount Reading Scheme Colour bands linked to Phonics Phase Progression:

The colour stages are mostly aligned to the phonics phases and some of the schemes match more closely to this than the others. There are some books that will include trickier sounds and words outside of the phonics phases. Teachers consider the phonics phase children are working at (using teacher assessment and other assessment procedures) and match a phonically decodable book to this so that children are able to use their phonics successfully and with confidence. As the children progress in their phonic understanding and skills, so too do they in their reading scheme books. We aim to support children’s personal and individual reading journey in order to help them progress in a way that is inclusive and confidence building. The scheme books are important but we also want to foster a love of reading and encourage reading of a wide range of books.

| Phonics Phase: | Colour Book Band | What this looks like when reading: |
|----------------|------------------|---|
| Phase 1 | 0 Lilac | |
| Phase 2 | 1 Pink A | Locate title Open front cover Turn pages appropriately Understand that left page comes before right Understand that we read from left to right Use meaning together with repeated language patterns (syntax) to predict the storyline Match spoken word to written word Use a few known words to assist own reading |
| | 1 Pink B | Locate title, Open front cover Turn pages appropriately Understand that left page comes before right Use meaning together with repeated language patterns (syntax) and some letters to read simple text Match spoken word to written word (1:1 correspondence) Use a few known words to check own reading read a simple CVC word in the text from left to right |
| Phase 3 | 2 Red A | Locate and recall title Consolidate secure control of one-to-one matching on a wide range of texts |
| | 2 Red B | Use known words to check and confirm reading Solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, i.e., does it make sense and sound right? Start to read more rhythmically or use phrasing while maintaining track of reprint Repeat words, phrases or sentences to check , confirm or modify own reading |

| | | |
|---------|------------------------|---|
| Phase 6 | 8 Purple 9 Gold | <p>Aligned with Phase 6 of Letters and Sounds</p> <p>Look through a variety of texts with growing independence to predict content, layout and story development</p> <p>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</p> <p>Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words</p> <p>Adapt to fiction, non-fiction or poetic language with growing flexibility</p> <p>Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction</p> <p>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</p> |
| N/A | 10 White + | <p>Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout</p> <p>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</p> <p>Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words</p> <p>Adapt to fiction, non-fiction and poetic language with growing flexibility</p> <p>Take more conscious account of literary effects used by writers</p> <p>Make more conscious use of reading to extend speaking and writing vocabulary and syntax locate and interpret information in non-fiction</p> |
| N/A | 11 Lime | <p>Read silently most of the time</p> <p>Sustain interest in longer texts, returning to it easily after a break</p> <p>Use text more fully as a reference and as a model</p> <p>Search for and find information in texts more flexibly</p> <p>Notice the spelling of unfamiliar words and relate to known words</p> <p>Show increased awareness of vocabulary and precise meaning</p> <p>Express reasoned opinions about what is read and compare texts</p> <p>Offer and discuss interpretations of text</p> <p>Comment on main characters and how they relate to each other Suggest alternatives or extensions to events and actions</p> <p>Discuss feelings created by stories</p> <p>Retelling of stories is balanced and clear</p> |

Simpler table of Phonics Phases and how they link to Reading Scheme books:

| Phonics Phase: | Colour Book Band |
|----------------|------------------|
| Phase 1 | 0 Lilac |
| Phase 2 | 1 Pink A |
| | 1 Pink B |
| Phase 3 | 2 Red A |
| | 2 Red B |
| Phase 3/4 | 3 Yellow |
| Phase 4/5 | 4 Blue |
| Phase 5 | 5 Green |
| Phase 5/6 | 6 Orange |
| | 7 Turquoise |
| Phase 6 | 8 Purple |
| | 9 Gold |
| N/A | 10 White + |
| N/A | 11 Lime |

*Some schemes such as ORT Biff, Chip and Kipper stories do not align exactly to the phases