

## **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	Colour Book	What this looks like when reading:		
Phase:	Band			
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	3 Yellow	Follow print with eyes, finger pointing only at points of difficulty	
3/4		Take more note of punctuation to support the use of grammar and oral language	
		rhythms	
		Cross-check all sources of information more quickly while reading	
		Note familiar words and phonemes and use these to get to unknown words	
		Search for information in print to predict, confirm or attempt new words while reading	
		Notice relationships between one text and another	
		Predict in more detail	
Phase 4 Blue Move through text attending to meaning, print and sentence structure flexibly			
4/5		Self-correct more rapidly on the run	
		Re-read to enhance phrasing and clarify precise meaning	
		Solve new words using print information and understanding of the text to try	
		alternative pronunciations identify constituent parts of unfamiliar words to read	
		correctly manage a greater range of text genre	
		Discuss content of the text in a manner which indicates precise meaning	
Phase 5	5 Green	Read fluently with attention to punctuation	
		Solve new words using print detail while attending to meaning and syntax	
		Track visually additional lines of print without difficulty	
		Discuss and interpret character and plot more fully	
		Use contents page and glossary in non-fiction books and locate information	
Phase	6 Orange	Get started on fiction after briefer introductions without relying on illustrations	
5/6		Examine non-fiction layout and use the contents page to select which sections of a book	
		to read longer phrases and more complex sentences	
		Attend to a range of punctuation	
		Blend phonemes in unfamiliar words more fluently, cross checking with meaning and	
		syntax Search for and use familiar syllables within words to read longer words	
		Infer meaning from text check information in text with illustrations, particularly nonfiction,	
		and comment on content begin to use appropriate terminology when discussing	
		different types of text	
	7 Turquoise	Extract meaning from the text while reading with less dependence on illustrations	
		Approach different genres with increasing flexibility	
		Use punctuation and layout to read with a greater range of expression and control Sustain reading through longer sentence structures and paragraphs	
		Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables. Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries	
		such as macres, glossanes and dictionancs	

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

## <u>Simpler table of Phonics Phases and how they link to Reading Scheme books:</u>

Phonics	Colour Book Band		
Phase:			
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	7	
	Orange	Turquoise	
Phase 6	8 Purple	9 Gold	
N/A	10 White +		
N/A	11 Lime		

<sup>\*</sup>Some schemes such as ORT Biff, Chip and Kipper stories do not align exactly to the phases