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| **Russell book band colours** | **Letters and sounds phase** | **What the book provides** | | **Assessment/**  **expectation to progress to the next level** |
| **Word level** | **Comprehension** |
| **Purple**  Wordless books  A range of ‘I spy’ alphabet books containing words that begin with the same initial sound. | **Phase 1** | I can locate title and front cover.  I am learning how to handle books appropriately e.g. left page comes before right, able to turn the pages appropriately. | I can use the pictures to retell the story.  I can relate it to my own experiences. | I can recognise these phase 2 (set 1 and 2) phonemes (s, a, t, p, i, n, m, d).  I am becoming more confident when telling a story using my own words/ideas. |
| **Silver** | **Phase 2**  Set 1 - s, a, t, p  Set 2 - i, n, m, d  Set 3 - g, o ,c ,k  Set 4 – ck, e, u, r | I can read (using my phonic skills) VC/CVC words (including these phonemes - s, a, t ,p ,i, n ,m ,d)  I can use pictures and the initial sound to work out an unfamiliar word in the sentence. | I can use the pictures to retell the story.  I can relate it to my own experiences. | I am able to blend VC/CVC words with limited support.  **VC** (vowel consonant) e.g. at, in.  **CVC** (consonant, vowel, consonant) e.g. met, dog. |
| **Orange** | **Phase 2**  Set 5 – h,b,f,ff,l,ll,ss  **Phase 3**  Set 6 – j, v, w, x | I can read (using my phonic skills) CVC words within phase 2  (including these phase 2 phonemes (set 3, 4 and 5) (g ,o ,c ,k ,ck ,e ,u ,r ,h ,b ,f ,ff ,l ,ll ,ss)  Phase 2 tricky **(sight)** words. | I can describe the main events in the simple stories I have read.  I can discuss/predict what the book may be about using the front cover. | I am able to stretch and blend CVC words with phase 2 digraphs.  I am beginning to recognise most tricky words. |
| **Brown** | **Phase 3**  Set 7 – y, z, zz, qu  Consonant digraphs – ch, sh, th, ng | I can recognise most phase 2 common exception words. I can recognise all phase 2 digraphs and begin to recognise some Phase 3 digraphs – j, v, w, x, y, z, zz, qu, sh, th, ch, ng.  Phase 2 and 3 tricky words. | I can describe the main events in the simple stories I have read.  With support, I can say what I like/don’t like about a text. | I can recognise all phase 2 and 3 tricky words.  I can stretch and blend more confidently using some phase 3 digraphs.  I am able to discuss what I have read and give my opinion about the text. |
| **The age related expectation for children at the end of Foundation Stage.** | | | | |
| **White** | **Phase 3**  Vowel digraphs - ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, | I can recognise most phase 3 digraphs and trigraphs including ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, and blend with limited support.  Phase 3 tricky words. | I can say what I like/don’t like about a text and give my reason/s. | My reading is now becoming more fluent – I can read a sentence, which includes tricky words and phonetic words with minimal sounding out. |
| **Yellow** | Phase 3 and 4 | I can recognise phase 3 digraphs and trigraphs, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, and blend confidently.  Many phase 2 and 3 tricky words.  I am beginning to read words, which have adjacent consonants with short vowel phonemes, such as trap, string and milk.  Phase 3 and 4 tricky words. | I can describe what happens at the beginning, middle and end of a story I have read.  I can discuss how a character is feeling and why.  I can begin to recall information I have learnt from an information text (non-fiction). | I can confidently recognise phase 2 and phase 3 phonemes.  I can read phase 2 and 3 tricky words.  I am beginning to read more complex sentences with minimal sounding out.  I can read words, which have adjacent consonants with short vowel phonemes, such as trap, string and milk.  I am making phonetically plausible attempts of unfamiliar words. |
| **Pink** | Phase 4 | I can recognise phase 3 digraphs and trigraphs.  I can read words, which have adjacent consonants with short and long vowel phonemes, such as trap, string, milk, scoop, train and tree.  I am beginning to read simple 2 syllable words e.g. helper.  Phase 4 tricky words. | I can link what I have heard or read to my own experiences.  I can retell key stories orally using narrative language. I can talk about the main characters within a well-known story.  I can identify some features of fiction and non-fiction texts. | I am confidently reading words, which have adjacent consonants with sort and long vowel phonemes, such as trap, string, milk, scoop, train and tree.  I can confidently read words with 2 or more syllables.  I can read all phase 3 and some phase 4 tricky words.  I am starting to show some fluency in my reading. |
| **Green** | Phase 4 and 5 | I can blend sounds in unfamiliar words.  I can read tricky words.  I can divide words into syllables.  I can read compound words.  Phase 4 and 5 HF words.  I know new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e.  I can read words with contractions and understand that the apostrophe represents the missing letters.  I can read phonetically decodable words.  I can read words that end with ‘s, -ing, -ed, -est  Phase 5 tricky words.  Year 1 common exception words. | I can make comment on why some words have been used in a text e.g. use of adjectives.  I can identify features of text e.g. explain why a book is fiction/non-fiction, explain what a contents page is for.  I can learn some poems and rhymes by heart.  I can use what I already know to understand texts.  I can check that my reading makes sense and go back to correct when it doesn’t. | I can read all phase 4 tricky words.  I am beginning to read some phase 5 tricky words.  I can read words, which include some phase 5 phonemes.  I am able to read with fluency and am beginning to use expression in my reading e.g. when a character is speaking.  To read phase 5 tricky words and many year 1 common exception words by sight.  To check what I have read makes sense. |
| **The age related expectation for children at the end of Year 1.** | | | | |
| **Red** | Phase 5 (alternative pronunciations)  Phase 5  (alternative  spellings) | I can read words which start with un-  I can add –ing, -ed and –er to verbs. (Where no change is needed to the root word)  I can read words of more than one syllable that contain taught GPCs  Phase 5 tricky words.  Year 1 common exception words.  I know/recognise alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh.  I can decode automatically and fluently without overt sounding or blending.  I can read and comment on unusual correspondence between grapheme and phoneme.  I can sound out most unfamiliar words quickly and accurately.  I can read most suitable books accurately, showing fluency and confidence.  Phase 5 tricky words.  Year 1 common exception words. | I can draw inferences from the text and/or the illustrations (beginning).  I can make sensible predictions about the events in the text using what I have already read.  I can explain what I think a text is about.  I can recognise full stops, question marks and exclamation marks and use them when reading | I am able to recognise all tricky words phase 2-5 and the Year 1 common exception words. I am starting to learn/recognise Year 2 common exception words.  I can discuss the text I have read, commenting on features of fiction and non-fiction texts. I can identify punctuation and use this in my reading (demonstration I understand why they are used).  I can read with greater fluency and expression making my reading more interesting to the listener. |
| **Accelerated**  **Reader** | Phase 6 onwards | As above  I can comment on the plot, setting and character in familiar and unfamiliar stories.  I can comment on features of non-fiction texts.  I can make inferences on the basis of what is said and done.  I can predict what might happen on the basis of what has been read so far.  I can make links between the book I am reading and other books I have read.  I am working at greater depth within the expected standard.  Phase 5 tricky words.  Year 1 common exception words. | I can talk about and give an opinion on a range of texts.  I can discuss the sequence of events in books and how they relate to each other.  I use prior knowledge, including context and vocabulary, to understand texts.  I can retell stories, including fairy stories and traditional tales.  I can read for meaning and check that the text makes sense.  I go back and re-read when it does not makes sense.  I can find recurring language in stories and poems.  I can comment on word choice e.g. choice of adjective.  I can discuss the meaning of unknown words and link them to words I know.  I can talk about my favourite words and phrases in stories and poems | All of the above. |