

# FLOW CHART FOR READING DEVELOPMENT AT CIRENCESTER PRIMARY SCHOOL

# Read Write Inc.

## Phonics



ICAN...	WE CAN...
Learning individual sounds and building words	Lime
	Pink
Grey Stage (learning to read words)	Red
Green Stage	Yellow
Purple Stage	Blue
Pink Stage	Green
Orange Stage	Orange
Yellow Stage	Turquoise
Blue Stage	Purple
Grey Stage	Gold
Comprehension Activities (no longer on Read Write Inc. 'I Can...' books)	White



## Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Blue
		1+	Pink
		1	Blue
		1+	Pink
Reception / Primary 1	4-5 years old	2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
		8	Purple
Year 2 / Primary 3	6-7 years old	9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		10	White
		11	Lime
		12	Lime +
		13	Grey
Year 4 / Primary 5	8-9 years old	14	Dark blue
Year 5 / Primary 6	9-10 years old	15	Dark blue
		16	Dark blue
Year 6 / Primary 7	10-11 years old	17	Dark red
		18	Dark red
		19	Dark red
		20	Dark red

## Book Band Reference Sheet

Band	Colour	School / Year Group Expectation
11	Lime	
10	White	End of Year 2
9	Gold	
8	Purple	
7	Turquoise	End of Year 1
6	Orange	
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1B	Pink (dark)	

## Accelerated Reader Book Level Guide

●	0.0 - 1.9
●	2.0 - 2.9
●	3.0 - 3.9
●	4.0 - 4.9
●	5.0 - 5.9
●	6.0 +

At Cirencester Primary School, our aim and ambition is that every child at our school learns to read and is able to read well by the time they leave our school.

This is our programme for learning to read:

From Nursery, we introduce our children to stories and books and teachers regularly read to the children. We then go on to teach the children letters and sounds through RWI phonic work.

In Reception, children formally start the RWI phonic programme.

Reception and Year 1 have 4x 30 minute RWI sessions each week. We introduce children to a systematic, sequential programme of taught letters and sounds. They practice these taught sounds and we teach a new sound in each set book they read. Children practice recognising and reading words containing these sounds in their decodable RWI books.

Children read each RWI book three times in order to improve reading fluency and to develop better understanding of the text. They practice spelling words with the new key sounds in and answer comprehension questions based on the book they are reading.

Children take a copy of the RWI book home so they can read the story again to members of their family and have the book read back to them.

Alongside the RWI book, children also have an Oxford Reading Tree reading book where they practice reading common exception words and decoding the other words in the book. We match ORT books as closely as possible to each child's RWI phonic stage. Children work systematically through the RWI stages and the ORT stages. Teachers assess children regularly and adjust reading groups and reading materials to match each child's decoding and reading comprehension ability. We group children for RWI sessions according to their decoding and reading comprehension ability. There is fluid movement through these groups as children progress at different rates. Children who are beginning to fall behind have additional 'keep up' phonic work in the afternoon.

We decided to have RWI and ORT books running in parallel so we can expose our children to a wider range of books, stories and words leading

to greater reading practice. ORT books also go home for extra reading practice.

By the beginning of Year 2, our aim is for children to come to the end of the RWI programme for decoding and to be able to move onto real books for reading. These books are colour coded against the national book-benchmarking scheme.

At the beginning of Year 2, all children are assessed from the Benchmarking Box so we know their reading age and which colour books they must choose from. Children do not move up a colour until they have been re-assessed from the Benchmarking Box. This assessment checks each child's decoding ability as well as their reading comprehension standard.



## Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
Year 3 / Primary 4	7-8 years old	9	
		10	
		11	
		12	
		13	Grey
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

The table above shows the colour coding system used in the Book Banding Colour Scheme

From Year 3 onwards, our reading books are colour coded according to Accelerated Reader Colour Zones.

At the beginning of Year 3, Year 4, Year 5 and Year 6, all children take part in a Star Reading test, which is part of the AR assessment work. Once a reading age and ZPD is given to each child, they know which colour band of books to choose from.

We encourage all children to read a range of books from within a band and ZPD, so they experience a variety of authors and genres.

When a child has read a book, they take part in an online quiz on the book to check their understanding of the text. Children must get 80% of questions correct to prove they have read and understood the book.








Class teachers track all scores and check how well children are progressing in reading by looking at the number of quizzes taken, the scores of the quiz and how long a child takes to read a book.

Star Reader Tests are administered at the beginning of the school year and again the end of every term. Assessment information helps teachers track the reading progress of children in their class. This assessment information also tells teachers when a child is ready to move to the next colour band of books.

Children choose AR reading books from a selection of books in their class (Year 3) or from our school library where we have a greater selection of books for children to choose. (Years 4-6)

Our school library is colour coded for AR book titles. Our aim is to have greater choice of reading material in our library, for all children to choose from.

The AR book colours are as follows:

<b><u>AR Book Level Guide</u></b>	
<b><u>Book Level</u></b>	<b><u>Colour</u></b>
<b>0 – 1.9</b>	
<b>2 – 2.9</b>	
<b>3 – 3.9</b>	
<b>4 – 4.9</b>	
<b>5 – 5.9</b>	
<b>6 – 6.9</b>	
<b>7 – 7.9</b>	
<b>8 – 8.9 +</b>	