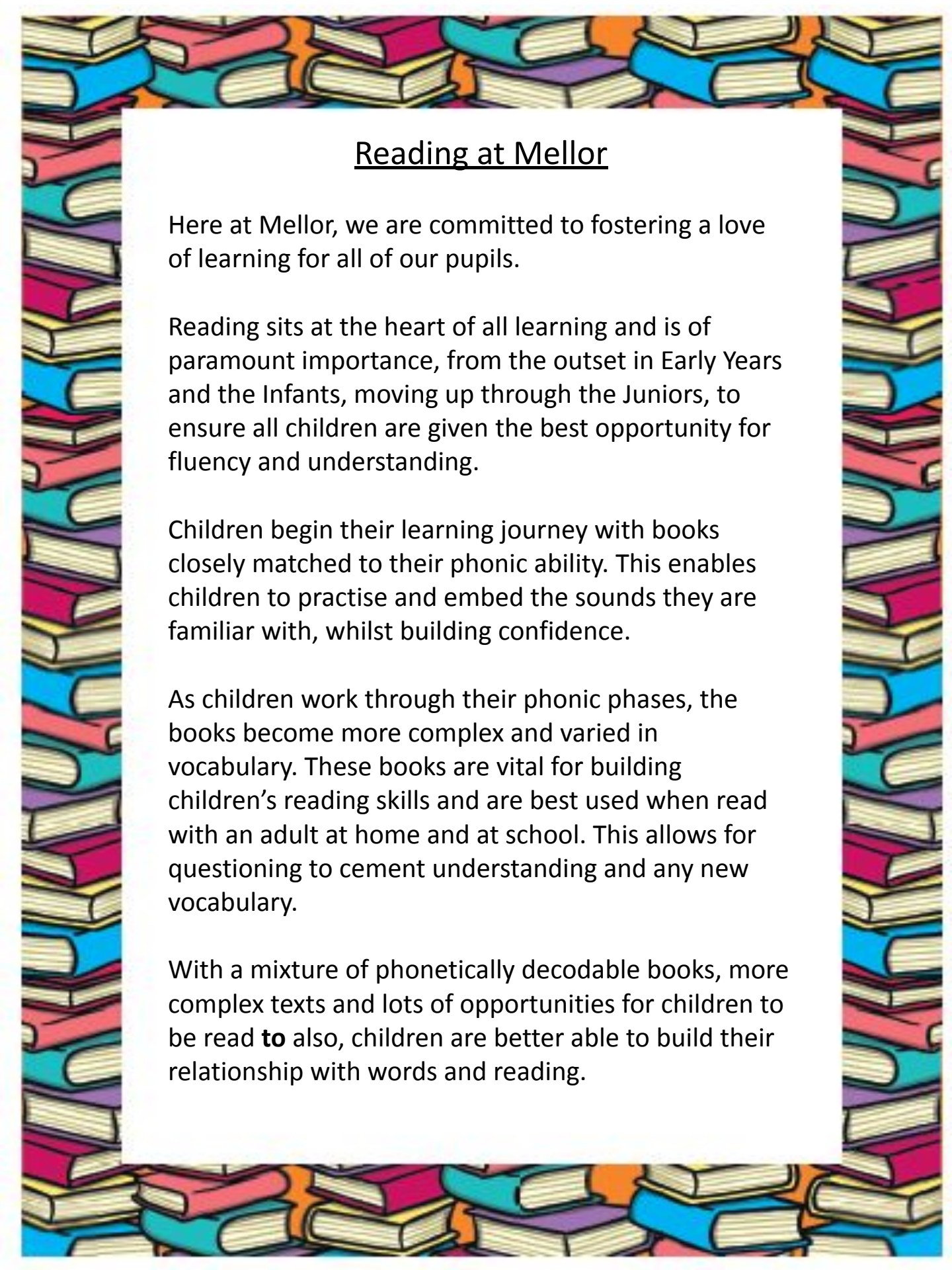


# Reading at Mellor





## Reading at Mellor

Here at Mellor, we are committed to fostering a love of learning for all of our pupils.

Reading sits at the heart of all learning and is of paramount importance, from the outset in Early Years and the Infants, moving up through the Juniors, to ensure all children are given the best opportunity for fluency and understanding.

Children begin their learning journey with books closely matched to their phonic ability. This enables children to practise and embed the sounds they are familiar with, whilst building confidence.

As children work through their phonic phases, the books become more complex and varied in vocabulary. These books are vital for building children's reading skills and are best used when read with an adult at home and at school. This allows for questioning to cement understanding and any new vocabulary.

With a mixture of phonetically decodable books, more complex texts and lots of opportunities for children to be read **to** also, children are better able to build their relationship with words and reading.





## What Reading Looks Like In School

### **Phonics**

In EYFS and KS1, the children are given a wonderful grounding in the skills needed to become a fluent reader. They have phonics every day, following a scheme which is tried and tested, and fully embedded in school. The children's phonics learning feeds into their early writing skills too. The sounds they are learning are reflected in the books they take home, and in the books they read in school.

### **Reading Books**

In KS1, children are heard to read one-to-one by our staff and volunteers regularly, with additional one-to-one reading sessions given to children identified as needing an extra boost.

This continues into KS2 where reading books and reading records are monitored closely each week. Children have timetabled time in the library each week and know what their allocated day is for swapping their reading book too (although children are always welcome to change their book on another day if they wish to do so sooner).

As the children get older and become more fluent and independent, teachers will monitor and assess your child's reading progress not only by hearing them read their reading book, but more importantly by hearing them read during Reading Skills lessons and throughout the day in a cross curricular way.

## Reading Skills

From Year 2 right up to Year 6, we have daily Reading Skills lessons, where the children are taught the skills of: expression; reading punctuation; word recognition **and** word understanding; inference; context; form; sequence; genre; and, reflection. As a school, we use 'VIPERS' for reading.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



## Cross Curricular

Reading is EVERYWHERE! That is why our teachers are well placed to assess your children and hear them read not only in one-to-one reading sessions and during Reading Skills, but in Science, Maths, Art... you name it. There are always opportunities to hear your children read, and we are always on the look-out to celebrate great reading and progress.





## Reading at Home

Reading really is at the centre of all learning for primary aged children. A 2019 study reported in Science Daily had this to say about reading:

***'Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.'***

At Mellor Primary School we believe that building a love of books gives children the ability to thrive in all areas of the curriculum. It builds:

- A wide and varied vocabulary;
- A broader and more nuanced understanding of the world;
- Essential pre-learning (ie- if a child has read about something before, this will benefit them hugely when they come to encounter it again in other areas of the curriculum such as science);
- Superpower skills such as focus and perseverance;
- Word recognition for spelling;and,
- Perhaps more than anything, reading can be the gateway to a world of wonder, igniting an interest that might be with them for the rest of their lives.

The Reading Framework published by the Department for Education in 2022 says this:

***"Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this, they cannot experience 'the exquisite joys of immersion in the reading life.'"***

Any reading that you do with your children, whether you are reading **to** them or **with** them, and whether it is every night or just when you can...the benefits are huge!

## Glossary of Key Terms:

**Phase** – these are developmental steps of learning letter ‘sounds’, to build children’s understanding of which letters make which ‘sounds’ in a word. Each ‘phase’ contains a number of phonemes to learn, before moving onto the next phase.

**Stage** – this is the bookband level that relates to where a child is up to with their reading fluency and understanding. Stages 1-6 directly link to phonic phases 1-6. Once the children are secure with their phonic phases, they move on to more complex vocabulary and text themes.

**Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Grapheme** – How the sound (phoneme) is written. Graphemes can be made up from 1 letter e.g. **p**, 2 letters e.g. **sh**, 3 letters e.g. **igh** or 4 letters e.g. **ough**.

**GPC** – Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Digraph** – A 2 letter grapheme that make 1 sound (e.g. **sh**)

**Trigraph** – A 3 letter grapheme containing three letters that makes just one sound (e.g. **igh**).

**Blending** – This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

**Oral Segmenting** – This is the act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

**Segmenting** – This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.



## A handy guide to our book band system here at Mellor

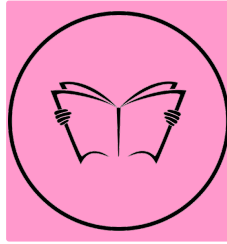
We currently follow the Twinkl scheme for phonics and, in the lower years, our book band system is carefully matched to children's phonic phases. This ensures children have the best possible chance to become the best readers they can be. Alongside this, we strongly encourage children to read other stories of interest at home, both with an adult and, where possible, on their own.

If you have any queries or concerns regarding reading, please speak to your child's class teacher for further guidance.

### **Stage 1 Lilac Band**



Lilac level books are wordless books that tell a story through pictures alone. This is a starting point for children becoming readers by developing speaking and listening skills through creating and telling stories from making sense of the imagery in front of them.



## Stage 2 Pink Band

In Phase 2, letters and their sounds are introduced one at a time.

### **Stage 2 Pink Band covers:**

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

During this phase, as soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**.

They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap**.



### **Stage 3A**

#### **Red Band**

### **Stage 3B**

#### **Red Band**

Once children are confidently able to blend and segment words containing the 19 letters taught in Phase 2, they will move into Phase 3.

Phase 3 introduces twenty-five new graphemes, which are split across 3A and 3B in our book band system to ensure children are secure before moving on to the next set.

#### **Stage 3A Red Band covers:**

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng, nk

#### **Stage 3B Red Band Covers:**

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read by blending words which have adjacent consonants at the beginning, middle and end of words (e.g. as trap, string and milk).

**Stage 4 Yellow Band Covers:**

Words using only short vowel sounds: a, e, i, o, u

**Stage 4 Blue Band Covers:**

Words using long vowel sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ear, air, ure, er



When children reach Stage 5 Green Band, they will be able to read words with adjacent consonants. In Phase 5, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

**Stage 5 Green Band covers:** alternative vowel graphemes.

**Stage 6 Orange Band covers:** alternative vowel graphemes & alternative consonant graphemes.





As children move onto Stage 7, they will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be secure with their phonic phases and able to read many familiar words automatically. When they come across unfamiliar words, they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will now be able to decode them by sounding them out.











**Stage 7 Turquoise Band:** alternative consonant graphemes & words with suffixes.



When children reach Stage 8 Purple Band, they are becoming more fluent readers, using decoding skills with more automaticity when approaching unfamiliar words and using the context within the sentence to decipher meaning.

Children are encouraged to build on their expression whilst reading and are more readily able to answer questions relating key themes within the text.

# Stages 9 - 18

	Stage 9 – Gold Band
	Stage 10 – White Band
	Stage 11 – Lime Band
	Stage 12 – Copper Band
	Stage 13 – Topaz Band
	Stage 14 – Ruby Band
	Stage 15 – Emerald Band
	Stage 16 – Sapphire Band
	Stage 17 – Diamond Band
	Stage 18 – Pearl Band

As children develop their reading skills, teachers will move them onto the next book band when they are fully confident within the band they are on.

Each book band offers new language, more complex themes and the opportunity for children to become more fluent readers, with a fuller understanding of the text at hand.

When children are fully secure with the book bands up to Stage 18 Pearl (sometimes beforehand, if the teacher feels appropriate), they will move on to black belt readers.



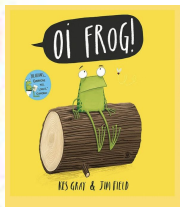


Once children have become confident and fluent readers, each year group across KS2 has a range of age-appropriate texts that offer sufficient reading challenge for those children who are now fluent readers, able to understand and readily answer a number of questions surrounding a variety of text types.

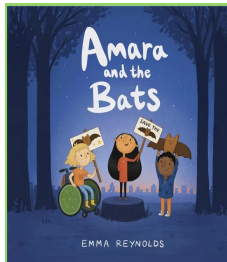
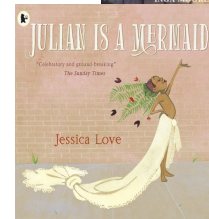
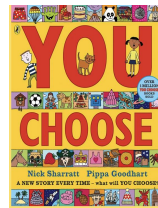
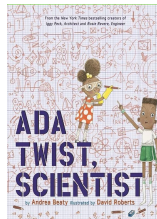
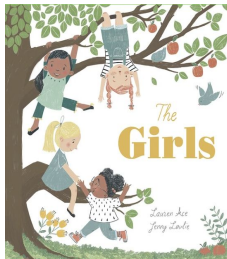
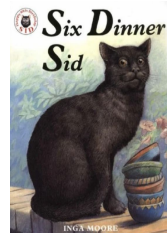
Our range of Black Belt banded books offer children a text, accompanied by a range of tasks/questions, to be completed at home to further develop their reading skills.

We are keen to offer children every opportunity to become the best readers they can be, exploring texts in greater depth and understanding language to the best of their abilities.

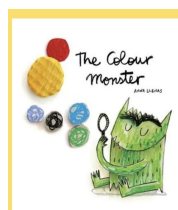
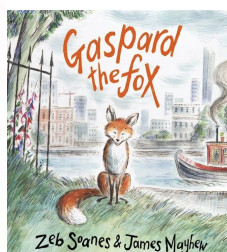
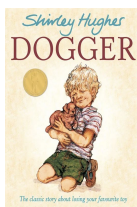
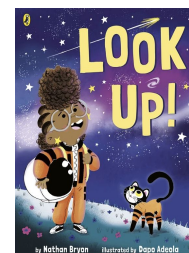
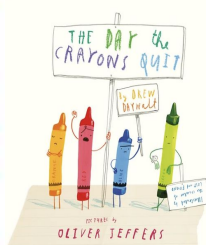
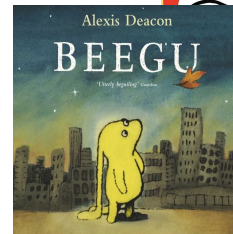




# Picture Books

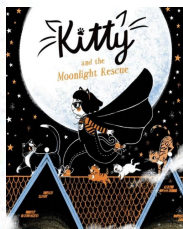


There are so many wonderful picture books out there, the choice is endless! Picture books are a great way to share reading with your child, and open up new ideas and discussions about the world. Here is a selection of a few of our favourites!

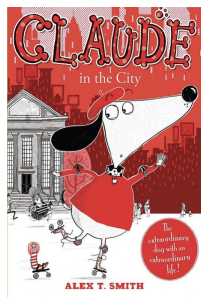




# Early Readers



\* Cat by day. Cat by night. Ready for adventure.  
written by Paula Harrison • illustrated by Jenny Lavie



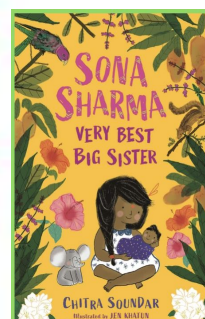
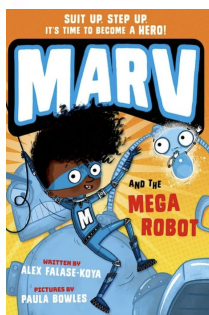
ALEX T. SMITH



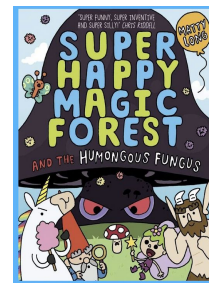
by Dan & Jason



Becca Moor  
Pamela Butchart



CHITRA SOUNDAR  
Illustrated by Jeyan Muthu



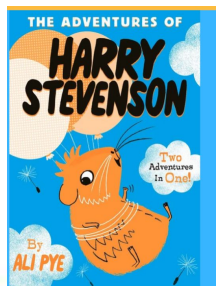
Half vampire, half fairy, totally unique!  
Harriet Muncaster

Early Readers are an excellent way for children to step up to chapter books, whilst still having pictures and accessible vocabulary to build confidence. Whilst these books are aimed at Year 2 upwards, we always encourage children to read whatever gives them joy and older readers may enjoy them too. You will often find that Early Readers are series books, because when children find a series they like, they want to read them all!

Here are some of our favourites.



NADIA SHIREEN



By ALI PYE



Lulu Mehta



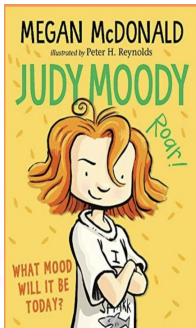
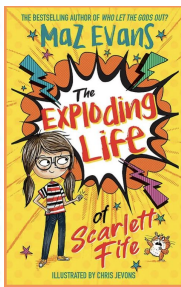
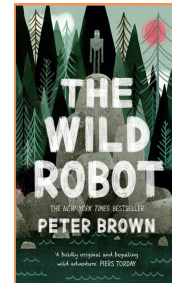
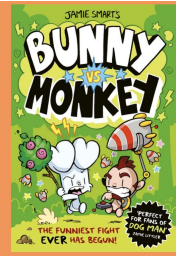
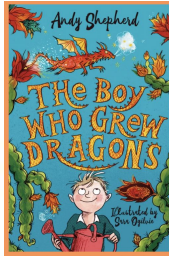
Sophie Henn  
Owlz Not Wiser



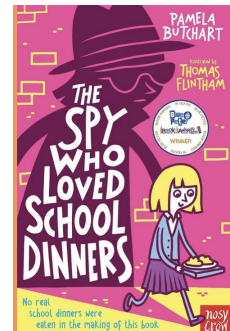
Swapna Haddow SHEENA DEMPSEY



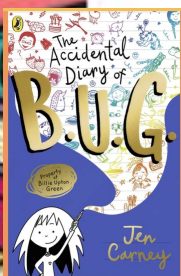
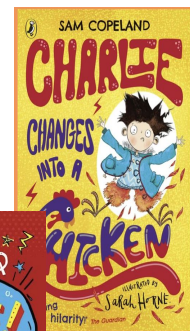
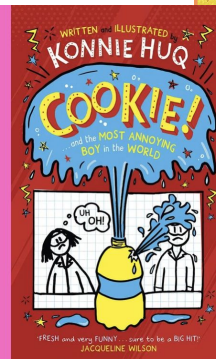
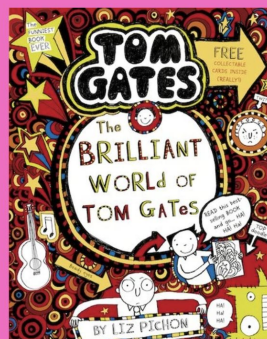
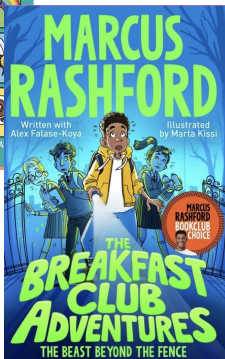
# First Chapter Books



When children no longer want/need pictures to help them, or are ready for more independent reading, these longer chapter books are a great place to start. From graphic novels to information texts... funny books to sensitive stories... there really is a wealth of choice!



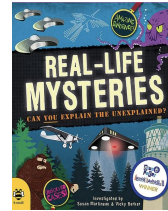
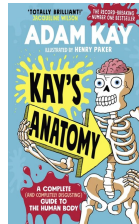
If your child is ready for chapter books but doesn't know where to start, we often find that graphic novels and more 'comic' style books are a great gateway to books in this category. Tom Gates, Pizazz and Diary of a Wimpy Kid can really ignite an interest in reading for children who are finding chapter books a big 'step up'.



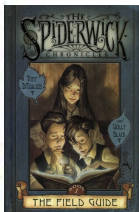


# Independent Readers/Books to

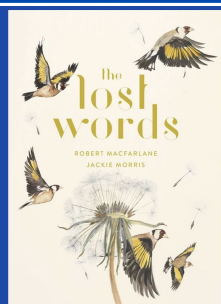
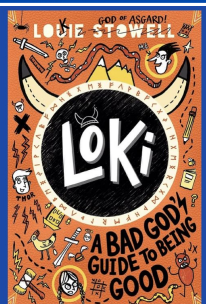
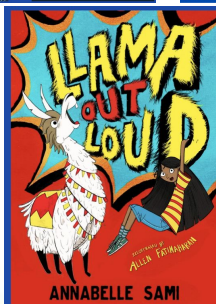
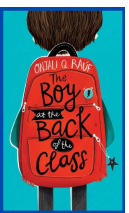
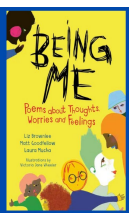
## Share



These lower-middle-grade books tend to be best for Year 4, 5 and 6 readers. Whether you are reading these books together at home, or your children are reading these books to themselves... it can be difficult to know where to start, there is so much choice!

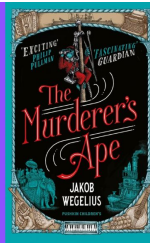


We encourage children to read a variety of authors, from different backgrounds and in different genres. There are some fabulous information books available, as well as novels. From mysteries to science fiction, comedy to adventure, books about friendship to books about ghosts - there is something for everyone and a world beyond Walliams! Here are some of our favourites.

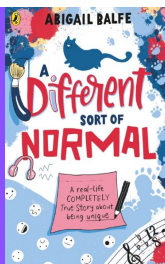
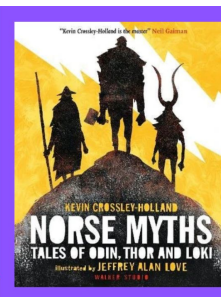
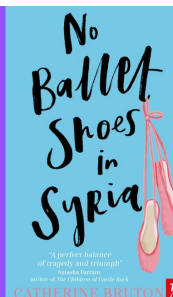
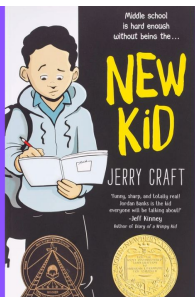
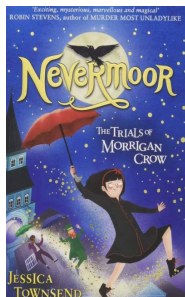




# Higher Middle-Grade Readers



Higher middle-grade books tend to be aimed at Year 5 and Year 6 readers. There is a wealth of diversity in children's books, and so much wonderful writing for children which can introduce them to different cultures, ideas and perspectives. If your child is ready for older books, but lacks interest or confidence in reading, we highly recommend taking a look at some graphic novels which might spark their interest, or you could continue reading **with** or **to** them.





# Spoilers!

If your child is in KS2, you may wish to avoid the following books so that there are no spoilers when they come to read them in class.....:

Cloud Busting - Malorie Blackman  
My Uncle's Dunkirk - Mick Manning  
Letters from the Lighthouse - Emma Carroll  
Street Child - Berlie Doherty  
Rain Player - David Wisniewski  
The Ice Palace - Robert Swindells  
The Egg - MP Robertson  
The Firework Maker's daughter - Philip Pullman  
The Sheep Pig- Dick King Smith  
Planet Omar, trouble magnet - Zanib Mian  
The Great Paper Caper - Oliver Jeffers  
La Luna - Enrico Casarosa  
The Great Wave - Hokusai  
Mr Penguin - Alex T Smith  
The Extraordinary Gardener - Sam Boughton  
Arthur and the Golden Rope - Joe Todd-Stanton  
Traction Man - Mini Grey  
How to Train your Dragon - Cressida Cowell  
Three by the Sea - Mini Grey  
The True Story of the Three Little Pigs - Jon Scieszka  
The Nothing to See Here Hotel - Steven Butler  
Cosmic - Frank Cottrell Boyce  
Hidden Figures - Margot Lee Shetterly  
The Explorer - Katherine Rundell  
The Great Kapok Tree - Lynne Cherry  
Ada's Violin - Susan Hood  
Secrets of a Sun King - Emma Carroll

# Useful Book Recommendation Websites

For Graphic Novels:

<https://padlet.com/rruddick9zra/graphic-novels-73uh2srzpbi>  
[a](#)

Books Organised by Topic and/or reading age:

<https://www.thereaderteacher.com/>

<https://www.booksfortopics.com/>

Stockport Libraries:

<https://www.stockport.gov.uk/topic/libraries>

BorrowBox (borrow audiobooks **free** from Stockport Libraries, for library members):

<https://www.stockport.gov.uk/ebooks-and-audiobooks/borrowbox-ebook-audiobook>