

The

BOOK

BAND

GUIDE



**Westhaven
School**

BOOK BAND GUIDE

What are Book Bands?

Book Bands are a proven approach to developing successful readers. The Book Band system at Westhaven helps us to carefully grade our books by difficulty level.

Westhaven's Book Band reading scheme provides a comprehensive structure for our teachers and parents, which helps them to follow each child's reading development, whilst accommodating our whole-school reading programme.

Book Bands at Westhaven

Book Band Colour	Level	Content
Pink	Phase 2	Phase 2 graphemes and Early Reader books e.g. alphabet books and books without words
Red	Phase 3	Phase 3 graphemes
Orange	Phase 4	Consonant clusters and Phase 3 graphemes
Blue	Phase 5	Phase 5 graphemes and alternate pronunciations
Green	Phase 6	Phase 6 alternate pronunciations, suffixes, contractions and homophones
Yellow	Early Free Reader	Consolidation of all of the learned graphemes and alternate pronunciations, with more writing and less pictures
Purple	Free Reader	Consolidation, less pictures and more writing
Brown	Free Reader +	Consolidation, mostly writing

Book Band / Phonics Levels

PHASE ONE

Early phonics teaching focuses on developing children's listening skills.

In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.

Books at this stage will include wordless picture books that encourage young children to tell their own stories. At this level, children are beginning to discover books and developing their core speaking and listening skills.

Pupil Targets:

- Hold a book correctly
- Look at the pages in the correct order
- Know the differences between words and pictures
- Understand that each letter is different
- Talk about the pictures and create their own stories

PHASE TWO

In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds.

By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go'.

PHASE THREE

Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/.

Alongside this, children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'. They learn the names of the letters, as well as the sounds they make.

By the end of Phase 3, children should be able to say the sound made by most, or all, Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes.

PHASE FOUR

At Phase 4, children should be confident with each phoneme. From here on, phonics teaching is about consolidating and refining children's knowledge, introducing more spelling patterns and tricky words, and increasing vocabulary.

In Phase 4 phonics, children will, among other things:

- Practise reading and spelling CVCC words ('bump', 'nest', 'belt,' 'milk', etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Children at this level will be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly.

PHASE FIVE

In Phase 5 we start introducing alternative spellings for sounds, like 'igh'.

Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.

They should become quicker at blending, and start to do it silently.

They learn about split digraphs such as the a-e in 'name.'

They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.'

By the end of Phase 5, children should be able to:

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three syllables
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly

PHASE SIX

Phase 6 phonics takes place with the aim of children becoming fluent readers and accurate spellers.

By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading. They will also learn, among other things:

- Prefixes and suffixes, e.g. 'in-' and '-ed'
- The past tense
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm'
- Spelling rules

Although formal phonics teaching is usually complete by the end of Lower School, children continue to use their knowledge as they move up the school.

Chart for the order that children will be taught the 'sounds' (phonemes)

Phase 1	Listening to and for sounds Rhythm and rhyme Alliteration
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Phase 2	Phonemes: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss 'Tricky' words: the, to, go, no
Phase 3	Phonemes: j, v, w, x, y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, ar, or, ur, ow, oi, ear, air, ure, er 'Tricky' words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	Recap of all previous phonemes Teach reading and spelling of 'tricky' words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	Learn new phoneme: zh Teach nw 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 Teach reading words: oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please Teach spelling words: said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked Teach alternative spellings
Phase 6	Understand and apply suffixes: ed, ing, ful, est, er, ment, ness, en, s, es Understand the rules for adding ing, ed, er, est, ful, ly, y Investigate how adding suffixes and prefixes changes words Introduce past tense

GLOSSARY

Adjacent consonants

Two or three consonants next to each other that represent different sounds. For example, bl in black. Notice here that bl makes the two different sounds b and l, whereas ck makes the single sound ck.

Blending

Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam.

Consonant

The letters of the alphabet (apart from the vowels a, e, i, o and u).

Consonant digraph

A digraph that is made up of two consonants (sh in shop).

CVC words

An abbreviation for consonant-vowel-consonant. This is a simple way of indicating the order of the graphemes in words. For example, it (VC), cat (CVC), bench (CVCC).

Decoding

The process of reading a word with Synthetic Phonics has two stages. Firstly the individual grapheme-phoneme correspondence is recognised and then the phonemes/sounds are blended or synthesised into the word. Reading (decoding) and spelling (segmenting) are reversible processes that are taught simultaneously in Synthetic Phonics.

Digraph

A grapheme made up of two letters that makes one sound (sh in fish).

Grapheme

A grapheme is simply a way of writing down a phoneme. A grapheme can be one letter (s), two letters (ir), three letters (igh) or four letters in length (ough).

Grapheme-phoneme correspondences (GPCs)

Knowing your GPCs means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling.

Conversely, it also means seeing a grapheme and knowing the phoneme that relates to it, which is important for reading.

Homograph

Homographs are words that are spelled the same but have different meanings (and may or may not have different pronunciations). This is important because children need to use more than phonic knowledge to read these words.

Homographs must be read in the context of a phrase or sentence. For example the word, 'read', how you pronounce it depends on the context: "He read that whole book!" compared to "I like to read in bed".

Phoneme

The smallest unit of sound in a word. There are around 44 phonemes in English and they are represented by graphemes in writing. Phonemes are usually shown as symbols between two forward slashes. For example, /b/ or /ch/.

Quadgraph

Four letters coming together to represent one phoneme/sound. The 'eigh' representing /ay/, in 'eight' is a quadgraph.

Schwa

When a vowel phoneme/sound is not stressed. For example, say the word "mother". Hear how the 'er' is not pronounced.

Segmenting

Segmentation involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it!

For example, the word jam is segmented into the sounds j-a-m.

Split digraph

A digraph that is split between a consonant (a-e in make). A split digraph usually changes the sound of the first vowel. For example, compare the pronunciation between hug and huge.

'Tricky' words

Words that are commonly used in English, but they have complex spelling patterns which make them difficult to read and write. For example, said, of and was.

Trigraph

A grapheme made up of three letters that makes one sound (igh in high).

Vowel

The letters a, e, i, o and u.

Vowel digraph

A digraph that is made up of two vowels (ea in sea).