

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Our Phonics Curriculum



Following Jesus, The Good Shepherd, in all we say and do

Phonics: Intent

At The Good Shepherd, we are committed to the delivery of excellence in the teaching of Phonics. We are passionate about ensuring all children become confident readers and writers. Phonics is a key skill that supports the development of early reading skills and our mission is to teach every child to read and write and to keep them reading.

At The Good Shepherd we use the Read Write Inc. Phonics (RWI) Programme which is a Department for Education approved systematic synthetic phonics teaching programme.

Using RWI we aim to:

- Develop each child so that they are able to read with fluency and good understanding
- Develop a love of reading that will stay with children all their lives
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audience
- Establish consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school.
- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention

RWI will enable all children to:

- Recognise, say and write all phonemes within Set 1, Set 2 and Set 3 sounds
- Apply and understand spelling patterns e.g prefixes and suffixes, that are taught throughout Set 2 and Set 3 as multisyllabic words
- Use phonic knowledge to decode and blend to read phonetically decodable words 'Green Words'
- Recognise high frequency 'Red Words' by sight
- Read with fluency for both pleasure and to retrieve information
- Use phonic knowledge to segment to spell
- Write clearly, accurately and coherently using phonic knowledge

We follow the structure and planning of RWI. Our children are provided with a variety of opportunities to develop and extend their phonics skills across Nursery, Reception and Key Stage 1. RWI will be continued in KS2 where necessary in order to support those children who do not yet have the phonics knowledge and skills they need. The teacher provides stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children. These lessons include pace, practical and interactive activities to engage the children. Activities carefully chosen to develop their skills in oral discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

- Pre-phonics is taught in Nursery to embed listening skills, sound identification and rhyming and rhythm awareness. There is large emphasis on developing speech and language skills and teaching oral blending and segmenting.



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- Daily phonic sessions in Reception and KS1, lasting 45 mins in KS1.
- Ensure staff are trained, supported and regularly observed to ensure consistency of teaching across the school.
- Ensure staff have access to planning using the Oxford Owl portal
- Well planned discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the RWI planning documentation (Appendix A and B)
- Fast paced, structured lessons to ensure pupils receive clear direct instruction with opportunities to practise and apply that build on their prior learning and reduce cognitive load.
- New phonemes are introduced and modelled using RWI images and memorable rhymes (see Appendix A)
- High frequency words (or Red Words) are taught as set out in RWI progression chart and on display (Appendix C)
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. digraph, trigraph, phonemes
- Ensure sounds taught are 'pure' and soft sounds. e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words
- Phoneme buttons are used in phonics teaching to distinguish the sounds within words and support reading
- A robust assessment procedure to track and monitor children's progress in developing and applying their phonics knowledge. Children are formally assessed termly (Appendix D)
- Summative assessment is used half termly and recorded using the Phonics and Reading Tracker (Appendix E)
- Data from assessments is analysed and used to identify gaps and inform planning for targeted groups and interventions
- Regular small group or one-to-one phonics interventions using RWI One-to-one Tutoring are delivered regularly for children in Reception, KS1 and when necessary in KS2 by experienced support staff
- In Reception, KS1 and when necessary in KS2, Guided Reading texts closely match learning in phonics, are phonetically decodable and follow the progression within the Read Write Inc Phonics programme (Appendix F)
- In Reception, KS1 and when necessary in KS2, home reading texts closely match learning in phonics and are phonetically decodable
- Reading and Writing using phonic knowledge is an explicit part of teaching and learning throughout the wider curriculum every lesson, every day.

Through implementing the above and careful monitoring:

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils learn to love reading through fun but challenging phonic activities



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- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum in the EYFS, in KS1 and beyond.
































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Appendix A

Order of taught phoneemes and their memorable rhymes

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk



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Appendix B

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	ou shout it out	oy toy for a boy	
a-e make a cake	i-e nice smile	o-e phone home	u-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure



40

Summary lesson plans for teaching Set 1 Speed Sounds

Use the appropriate blueprint lesson plan to teach the Speed Sounds in the chart below. You will need to substitute the information in grey text in the blueprint lesson with the details below. There is no Word Time Lesson until after teaching t.

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)
m (stretchy)	See blueprint lesson on p.34.					
a (bouncy)	See blueprint lesson on p.35.					
s (stretchy – see p.34)	Keep your teeth together and hiss.	Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun.	Draw the snake on the board, then write s next to it.	Spot the new sound in the pack.	Slither down the snake.	Select 3 sounds you have taught children so far.
d (bouncy – see p.35)	Tap your tongue gently behind your teeth.	Use Picture Sound Cards: d-d-d-dog, d-d-d-dinosaur, d-d-d-doll, d-d-d-duck.	Draw the dinosaur on the board, then write d next to it.	Spot the new sound in the pack.	Round his bottom, up his tail neck, down to his feet.	Select 3 sounds you have taught children so far.
t (bouncy – see p.35)	Tuck your tongue behind your teeth.	Use Picture Sound Cards: t-t-t-teeth, t-t-t-train, t-t-t-tree, t-t-t-tower.	Draw the tower on the board, then write t next to it.	Spot the new sound in the pack.	Down the tower, across the tower.	Select 3 sounds you have taught children so far.

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Now teach Word Time Lesson 1.1 (see pp.37–39).

52

Summary lesson plans for teaching Set 2 Speed Sounds

Use the blueprint lesson plan on pp.50–51 to teach the Speed Sounds in the chart below. You will need to substitute the information in grey text in the blueprint lesson with the details below.



















Speed Sounds			Word Time					
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ay	See blueprint lesson on p.50.							
ee	ee – what can you see? Choose 3–4 words: see, three, been, green, seen, keep, need, sleep, feel.	ee	ee Spot the new sound in the pack.	see Use Phonics Green Word Cards: see, three, been, green, seen, sleep.	spray Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	Words to spell (choose 2–3): see, three, been, green, seen, sleep.	Ask children to write two or three previously taught words.
igh	igh – fly high Choose 3–4 words: high, night, light, fright, bright, sight, might.	igh	igh Spot the new sound in the pack.	high Use Phonics Green Word Cards: high, night, light, fright, bright, might.	see Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	Words to spell (choose 2–3): high, night, light, fright, bright, might.	Ask children to write two or three previously taught words.
ow	ow – blow the snow Choose 3–4 words: blow, snow, slow, show, know, flow, glow.	ow	ow Spot the new sound in the pack.	blow Use Phonics Green Word Cards: blow, snow, low, show, know, slow.	high Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	Words to spell (choose 2–3): blow, snow, low, show, know, slow.	Ask children to write two or three previously taught words.

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Summary lesson plans for teaching Set 3 Speed Sounds

Use the appropriate blueprint lesson plan to teach the Speed Sounds in the chart below. You will need to substitute the information in grey text in the blueprint lesson with the details below.

Speed Sounds			Word Time					
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ea (special friends)	See blueprint lesson on p. 56.							
oi (special friends – see p.56)	 oi – spoil the boy  Choose 3–4 words: join, coin, voice, choice, noise	 oi	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: join, voice, coin	 Words from previous Set 2 and 3 lessons.	 Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): join, voice, coin	 Ask children to write two or three previously taught words.
a-e (special friends: split digraph)	See blueprint lesson on p. 58.							
e (special friends: split digraph – see p.58)	 e – nice smile  Choose 3–4 words: shine, white, fine, hide, smile, nice, wide, like, mine, time	 e	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: smile, white, nice, like, time, hide	 Words from previous Set 2 and 3 lessons.	 Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): smile, white, nice, like, time, hide	 Ask children to write two or three previously taught words.



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Appendix C

Progression of Red Words

Red Words

Red Words with circled graphemes

I the you your said was
are of want what they to
he me we she be
no so go old her baby
do does all call tall small
many any one anyone some come
watch who where there here were
brother other mother father love above
two once buy worse walk talk
bought caught through thought whole wear
could would should great saw why
now how down over
my by son water school ball
everyone their people put

(* = red for a while)

Appendix D

Example termly assessment

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Read Write Inc.
Phonics

Entry Assessment

Only to be used by schools who are new to *Read Write Inc. Phonics*.

Entry level individual record

Pupil Date

Set 1 Sounds Group A	m a s d t i n p g o c k u b f e
Set 1 Sounds Group B	l h r j v y w z x
Set 1 Sounds Group C	(oral blending) s-a-t h-e-n l-o-g b-i-n b-u-g
Set 2 Sounds Group	ch ng nk qu sh th chip gap win jam fas gip guk rab
Set 3 Sounds Starter Group	ay ee igh ow oo oo ar or air ir ou oy lay steep light snow part horn fair mouse joy blay noom dight feep porg gouf lrb
Set 3 Sounds Advanced Group	a-e ea i-e o-e u-e oi ai oa aw ur er ire ear ure ew are ow smafe fleab flime snoke zuke toin spoot durf jire plure brare








Only to be used by schools who are new to *Read Write Inc. Phonics*.

Entry assessment teacher key

Use the **Entry assessment teacher key** below to place children in an appropriate group on the Grouping grid (search online for 'Entry grouping grid').

See p.67 of the *Reading Leader Handbook* for further guidance.

Group	Start the child in the group when they can read:	Teach:
Set 1 Sounds Group A	Fewer than 16 Set 1 single-letter sounds	Teach Set 1 single-letter sounds and Word Time 1.1–1.3
Set 1 Sounds Group B	More than 16 Set 1 single-letter sounds (cannot blend orally)	Teach gaps in Set 1 single-letter sounds and Word Time 1.1–1.4
Set 1 Sounds Group C	Most Set 1 single-letter sounds and can blend sounds into words orally	Teach gaps in Set 1 single-letter sounds and Word Time 1.1–1.5
Set 2 Sounds Group	All Set 1 single-letter sounds speedily  most words  most words	Continue to teach and review Set 1 Sounds – focus on 'special friends' ch, sh, etc. Teach Set 2 Sounds Teach Word Time 1.6–1.7
Set 3 Sounds Starter Group	All Set 1 and 2 Sounds speedily  most words  most words	Continue to review Set 2 Sounds Teach Set 3 Sounds
Set 3 Sounds Advanced Group	All Set 1, 2 Sounds speedily and Set 3 Sounds  most words	Review Set 2 Sounds Teach gaps in Set 3 Sounds



Entry assessment

Only to be used by schools who are new to *Read Write Inc. Phonics*.

Set 1 Sounds Group A

m a s d t i n p g o c k
u b f e

Set 1 Sounds Group B

l h r j v y w z x

Set 1 Sounds Group C

Oral blending: *s-a-t h-e-n l-o-g b-i-n b-u-g*

Set 2 Sounds Group

ch ng nk qu sh th



chip gap win jam



fas gip guk rab



Set 3 Sounds Starter Group

ay ee igh ow oo oo ar
or air ir ou oy



lay steep light snow part
horn fair mouse joy



blay noom dight feep
porg gouf lirb

Set 3 Sounds Advanced Group

$\widehat{a-e}$ ea $\widehat{i-e}$ $\widehat{o-e}$ $\widehat{u-e}$ oi ai oa aw
ur er ire ear ure ew are ow



smafe fleab flime snoke zuke toin
spoot durf jire plure brare



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Appendix E

Half-termly assesskent tracker

Reading and Phonics Tracker										
	Teacher:									
	Class:									
RWI book colour	Ditty 1 – 10	Ditty 1 – 10	Red two words th sh ch initial consonant blends: sp st	Green double consonants: ff ll final consonants: -ss -t -ck -nk -ve	Purple s ss zz final consonants: -nk -ng initial blends: tr st br sw fr sp l	Pink mm pp -vs -ch -ck xy ee igh ow oo ar ow ey suffix -ng -ed - s	Orange us ou or ar ir polysyllabic words	Yellow compound words polysyllabic words	Blue compound words polysyllabic words	Grey ear -ire -ure -ure -our -ion - -ous -class -ible - ly ar est y
ORT Book Band	Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold
Autumn 1										
Autumn 2										
Spring 1										
Spring 2										
Summer 1										
Summer 2								Y1 Expected	Y1 Greater Depth	



Appendix F

Following Jesus, The Good Shepherd, in all we say and do

Progression of RWI reading books

Core Storybooks Each title is also available in black and white to send home		Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
Red Ditty level				
1	Pin it on	put	All of Set 1 Focus: a e i o u	Let's get wet
2	Got him	the I put		Get him!
3	Cat in a pot	the no of		The bug
4	Jam	I of my the		The big net
5	Pick it up	--		Fun run
6	Wuff, wuff	my I the of		Nip, nip, nip
7	Let's sing	the I of		The band
8	Let's swim	I put the of		Lots of us
9	Cluck	my the I for		A big black hen
10	In the mud	I the of my he		Dig it up

Core Storybooks Each title is also available in black and white to send home		Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
Green level				
1	On the bus	the your	All of Set 1 Focus: a e i o u	The din on bus
2	My dog Ned	the my said I of		Pat, the vet
3	Six fish	said of you I		Bad cat
4	The spell	you said the I my be of		A witch's lunch
5	Black Hat Bob	I he said my no		Red Hat Rob
6	Tug, tug	I he said no		Lots of fish
7	Chips	of I said no		Beth's chip shop
8	The web	are my said I the		Leggy
9	Pip's pizza	said I put the he no you		This is not my pizza!
10	Stitch the witch	said the you I of		A bed for kit



Core Storybooks Each title is also available in black and white to send home		Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
Pink level				
1	Scruffy Ted	my the put I've like* all	All of Set 1 Focus: a e i o u	Scruffy Ted gets lost
2	Tab the cat	are the we no you be want her call		Pip the parrot
3	In the sun	my the of		Rags
4	The dressing up box	you said the all me		Sam's bag
5	Tab's kitten	the I've call(s) to she her no he		Yap, yap!
6	Sanjay stays in bed	said no all of are you he	All of Sets 1 & 2 Focus: ay	My holiday
7	The greedy green gremlin	I'm the to my washing*	All of Sets 1 & 2 Focus: ee	I can see you, Dad!
8	In the night	the some(thing) of I'm no all	All of Sets 1 & 2 Focus: igh	Up all night
9	Snow	me (in)to the you my I'm	All of Sets 1 & 2 Focus: ow as in <i>snow</i>	Let's play in the snow
10	So cool!	my the no of all be so	All of Sets 1 & 2 Focus: oo as in <i>cool</i>	Boo's coolest day



Core Storybooks Each title is also available in black and white to send home		Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles
Orange level				
1	Playday	said you what do to(day) the they	All of Sets 1 & 2 Focus: ay	We can play!
2	I think I want to be bee	want to be what my me	All of Sets 1 & 2 Focus: ee	A vet's week
3	A bad fright	be the my go what('s) to(night)	All of Sets 1 & 2 Focus: igh	Fright night
4	Follow me!	go the said me do you what to no he	All of Sets 1 & 2 Focus: ow as in <i>follow</i>	Can you see me?
5	Too much!	my are old	All of Sets 1 & 2 Focus: oo as in <i>too</i>	A bad mood
6	A good cook?	my said I'll to(day) put the all he so	All of Sets 1 & 2 Focus: oo as in <i>good</i>	Good old Grandad!
7	Come on, Margo!	the old go(-kart) to they was so you are	All of Sets 1 & 2 Focus: ar	Dads and karts
8	My sort of horse	of so all the want(s) to my do	All of Sets 1 & 2 Focus: or oor ore	Born on a farm
9	Haircuts	the of do you want no	All of Sets 1 & 2 Focus: air	Good hair, bad hair
10	My best shirt	me my said she so we the her I'm to	All of Sets 1 & 2 Focus: ir	Birthday party? No, thanks!
11	Look out!	want(s) to the my do	All of Sets 1 & 2 Focus: ou	A house fit for a mouse
12	Hunt the tortoise	he the call(ed) be said to go we all so no	All of Sets 1 & 2 Focus: oy oi	A pet tortoise



Core Storybooks Each title is also available in black and white to send home	Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles		
			Fiction	Non-fiction	
Yellow level					
1	The duckchick	some saw her to all was they watch of	All of Sets 1 & 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Fox's tricks	Adopted animals
2	Off sick	watch(es) was to all said want you are of school her they	All of Sets 1 & 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Miss Smith is ill	What happens to your sandwich?
3	Tom Thumb	small was to do said of what their	All of Sets 1 & 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u	Stuck in fog	Bugs
4	The gingerbread man	to was her said you of they their	All of Sets 1 & 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: e ea	A hungry fox	Grab a snack
5	Robin Hood	your who tall you of to want they said	All of Sets 1 & 2 Focus: oo as in <i>look</i>	A big bag of cash	Bushcraft
6	Lost	they call all are your you her what do to brother of were	All of Sets 1 & 2 Focus: ay	No way!	Which way is it?
7	Do we have to keep it?	want all one to do you I'm I've baby	All of Sets 1 & 2 Focus: ee	Sam needs feeding	What can baby do?
8	Danny and the Bump-a-lump	there watch small what some of was to you I've I'm all	All of Sets 1 & 2 Focus: igh	Just let me sleep	Fun at night
9	Grow your own radishes	their you your want some they are small of fall call any to	All of Sets 1 & 2 Focus: ow as in <i>grow</i>	The radish contest	Plants
10	The foolish witch	where some they was you said to were there are tall call wall of	All of Sets 1 & 2 Focus: oo oo	Tom's cooking class	What's in the woods?



Core Storybooks Each title is also available in black and white to send home		Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
Blue level					
1	Barker	does were all one said of to they	All of Sets 1 & 2 Focus: ar	Dog school	A card to Grandad
2	The poor goose	any other two one all her there said were I'm to	All of Sets 1 & 2 Focus: or oor ore	A horse on Dartmoor	Running contests
3	Hairy Fairy	could there all they any I'm I've to what do ball	All of Sets 1 & 2 Focus: air	A job for Hairy Fairy	It's so hairy!
4	King of the birds	would want their watch some there said all water were they are to was one wash you	All of Sets 1 & 2 Focus: ir	The thirsty crow	Birds
5	Our house	anyone over who all one watch does they school you to were was said wasn't	All of Sets 1 & 2 Focus: ou	Greyhounds	Cool houses
6	The jar of oil	through once there son who your her was to you of one all	All of Sets 1, 2 & 3 Focus: oi oy	A second jar of oil	Our incredible planet
7	Jade's party	brother all where said one was you of	All of Sets 1, 2 & 3 Focus: ay a-e a	Party games	Food festivals
8	Jellybean	any what one was want does could said some of	All of Sets 1, 2 & 3 Focus: ee ea e y	Beastly pets	Small but deadly
9	A box full of light	all who there their could some of was they to said saw what	All of Sets 1, 2 & 3 Focus: igh i-e ie i	Dick Whittington	The Sun
10	The hole in the hill	whole want your any could their was small tall all of to you were people	All of Sets 1, 2 & 3 Focus: ow o-e oe o	All alone	Making sounds with instruments



Core Storybooks Each title is also available in black and white to send home	Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles		
			Fiction	Non-fiction	
Grey level					
1	Rex to the rescue	should were there call want come could one through was you to said all of through	All of Sets 1, 2 & 3 Focus: oo u-e ue	A happy pug	Animals that help us
2	The lion's paw	many could one are were other through was call to there they said	All of Sets 1, 2 & 3 Focus: or oor ore aw	King Midas	The Romans
3	I dare you	two there who were you said your one could what was school to of all	All of Sets 1, 2 & 3 Focus: are air	Men on the moon	Nancy Roman's space telescope
4	Looking after a hamster	mother are you want to one your they come other of water	All of Sets 1, 2 & 3 Focus: ir ur er	Bert the explorer	A pet or a pest?
5	How silly!	above father son mother some here who there people water was to you all what come they were one	All of Sets 1, 2 & 3 Focus: ou ow as in <i>how</i>	Silly games	April Fool!
6	Wailing Winnie's car boot sale	buy bought do some to of said you	All of Sets 1, 2 & 3 Focus: ay a-e ai aigh a	Dad makes a mistake	Amazing caves
7	Toad	father one watch should there come said who anyone whole water was ball of what your could you were	All of Sets 1, 2 & 3 Focus: ow o-e oa o	Frog or toad?	Pond life



Core Storybooks Each title is also available in black and white to send home		Red Words Focussed on in the Storybook	Speed Sounds Children should know the Speed Sounds listed before reading each book	Corresponding Book Bag Book titles	
				Fiction	Non-fiction
Grey level (continued)					
8	Andrew	great brother above where could was what here someone through another there school water of were to all one	All of Sets 1, 2 & 3 Focus: oo u-e ue ew	The lifeboat crew	The deep blue sea
9	Dear vampire	walk said they were was what small are any here son who would there to you all	All of Sets 1, 2 & 3 Focus: ire ear	The train of fear	Mythical monsters
10	Vulture culture	one some their where they many are were come two of above	All of Sets 1, 2 & 3 Focus: ure ture sure	Carrion creatures	The Inca Trail
11	Celebration on planet Zox	caught worse call come was said their great who everyone should here watch all they of you were there another	All of Sets 1, 2 & 3 Focus: tion	Pay attention, please	Planets
12	A very dangerous dinosaur	talk thought there where all through one would two was they other	All of Sets 1, 2 & 3 Focus: ous eous cious tious	Dinosaur times	Dinosaur discovery
13	The invisible clothes	love wear some could buy bought thought everyone father any whole one you said was through there they were walk	All of Sets 1, 2 & 3 Focus: able ible ably ibly	Rumpelstiltskin	Clothes



NON-FICTION TITLES		Speed Sounds Children should know the Speed Sounds listed before reading each book
Green level		
1	Hands	All of Set 1
2	We can all swim!	
3	Let's go!	
4	What am I?	
5	Camping	
Purple level		
1	Hens	All of Set 1
2	Spiders	
3	A pet goldfish	
4	What is it?	
5	Puppets	
Pink level		
1	Jay's clay pot	All of Sets 1 & 2 Focus: ay
2	Beep! Beep! Clocks and watches	All of Sets 1 & 2 Focus: ee
3	Bats	All of Sets 1 & 2 Focus: igh
4	Light and shadow	All of Sets 1 & 2 Focus: ow as in <i>shadow</i>
5	Baboons	All of Sets 1 & 2 Focus: oo as in <i>baboons</i>
Orange level		
1	Jam tarts	All of Sets 1 & 2 Focus: ar
2	Horses	All of Sets 1 & 2 Focus: or
3	Up in the air	All of Sets 1 & 2 Focus: air
4	Blackbirds	All of Sets 1 & 2 Focus: ir
5	Jim's house 1874	All of Sets 1 & 2 Focus: ou



NON-FICTION TITLES		Speed Sounds Children should know the Speed Sounds listed before reading each book
Yellow level		
1	In the park	All of Sets 1, 2 & 3 Focus: ar
2	A sweetcorn salad	All of Sets 1, 2 & 3 Focus: or
3	Fun at the fair	All of Sets 1, 2 & 3 Focus air
4	A model bird	All of Sets 1, 2 & 3 Focus ir
5	A mouse in the house	All of Sets 1, 2 & 3 Focus: ou
Blue level		
1	Save the whale	All of Sets 1, 2 & 3 Focus: $\widehat{a-e}$
2	How to make peach treat	All of Sets 1, 2 & 3 Focus: ea as in <i>peach</i>
3	On your bike	All of Sets 1, 2 & 3 Focus $\widehat{i-e}$
4	A hole in my tooth	All of Sets 1, 2 & 3 Focus $\widehat{o-e}$
5	At the seaside	All of Sets 1, 2 & 3 Focus: $\widehat{a-e}$ $\widehat{i-e}$ $\widehat{o-e}$ ea
Grey level		
1	A job for Jordan	All of Sets 1, 2 & 3 Focus: or aw
2	Flight to New York	All of Sets 1, 2 & 3 Focus: $\widehat{u-e}$ ew
3	The ice and snow book	All of Sets 1, 2 & 3 Focus: $\widehat{i-e}$
4	The stone age	All of Sets 1, 2 & 3 Focus: $\widehat{o-e}$
5	A place in space: the Moon	All of Sets 1, 2 & 3 Focus: $\widehat{a-e}$