



Dear Parents,

We are delighted to be able to introduce you to our new Rufford Reading Pathway. Below is some information regarding the approach we shall be adopting. We trust you find this useful and informative. There are general guidelines about which books should be covered within each Year.

Starting in Reception, children will be given books that match their phonic phase. They will read decodable books until they are secure with their phonic knowledge.

By the end of Term 1 in year 2, children working at the expected level should be reading books in Phase 6 Letters and Sounds. Please remember however, that children learn in different ways and make progress at different times.

As a rough guide, children are expected to reach Lime on the pathway at seven or eight years old. Children who read books after Lime are reading fairly fluently. The books children read will vary in a number of ways, including layout, size, vocabulary and length, to give the children a rich diet of literature. The difference between each phase or each colour on the pathway is very gradual so that children do not experience great difficulty moving along the pathway.

Progress along the pathway is not automatic and it is important to ensure that children working in the early steps have secure understanding so that they remain in control of the task and stay well-motivated as they move on to more challenging texts. This is particularly important for children at the early stages of learning English as an additional language.

Obviously, this guidance can only give a rough idea of the right reading book for your child. There will be a wide range of reading abilities in any school year. We use different reading assessments in school to assess the reading age of each pupil and the comprehension age of each pupil. We use these assessments to help find the right book for your child. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

A Word of Caution

You will be doing your child no favours if you rush them through books. It is not a race, it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc., at different rates. Reading must not be treated as a competition. If children are rushed through the books they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will soon put them off reading.

Things to Remember

Do hear your child read every day. Little and often is more beneficial than a long session once a week.

Think about how long you are reading for - the amount of reading time shouldn't exceed your child's span of attention.

Pick your timing carefully - it's best not to start on a reading session when your child is tired.

Every child is an individual - try not to compare your child's progress with other children in the class or with brothers and sisters.

Mrs Ditchfield & Mrs Beckerleg



“Parents can instill a love of reading long before a child goes to school and deepen that love of reading as the child grows up.”

Enjoy reading with your child and help them become lifelong readers.

Ph2	Ph3	Ph4	Ph5	Ph6	White	Lime	Jet	Ruby	Sapphire	Bronze	Diamond
4-5yrs	4-5yrs	5-6yrs	5-6yrs	6-7yrs	6-7yrs	7-8yrs	7-8yrs	8-9yrs	9-10yrs	10-11yrs	11+ years

Phase 2 Letters and Sounds

For children just starting to read. Children are getting used to reading from left to right and matching spoken words to written words. Usually no more than 10 pages with up to 5 words on a page.

Reading age: 4-5

- locate title
- open front cover
- turn pages appropriately
- understand that left page comes before right
- understand that we read from left to right
- use meaning together with repeated language patterns (syntax) to predict the storyline
- match spoken word to written word
- use a few known words to assist own reading

How to support your child reading Phase 2 books:

Your child is beginning to learn to read. As they read, please help them to:



- read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all
- on second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word
- make a story out of a whole book, rather than focusing just on what is happening on each page
- tell you about something that happened in the book or about something they found out in the book



Phase 3 Letters and Sounds

The next step along the pathway, children gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page.

Reading age: 4-5

- locate and recall title
- consolidate secure control of one-to-one matching on a wide range of texts
- use known words to check and confirm reading
- solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, ie, does it make sense and sound right?
- start to read more rhythmically or use phrasing while maintaining track of text
- repeat words, phrases or sentences to check, confirm or modify own reading

How to support your child reading Phase 3 books:

Your child is beginning to learn how to read. As they read, please help them to:

- read the words carefully. Most of the words can be recognised or sounded out. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all
- on second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word
- make a story out of a whole book, rather than focusing just on what is happening on each page
- tell you about something that happened in the book, or about something they found out in the book





Phases 4 of Letters and Sounds

Children are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page.

Reading age: 5-6

- move through text attending to meaning, print and sentence structure flexibly
- self-correct more rapidly on the run
- re-read to enhance phrasing and clarify precise meaning
- solve new words using print information and understanding of the text to try alternative pronunciations
- identify constituent parts of unfamiliar words to read correctly
- manage a greater range of text genre
- discuss content of the text in a manner which indicates precise meaning

How to support your child reading Phase 4 books:

Your child is now developing into a more confident reader. Encourage them to select from books at the library or bookshop as well as those from school. As they read, you can help by encouraging them to:

- sound out quickly – and silently – inside their heads, if they need to sound out words
- look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks
- tell you about what the characters in the story are doing and why they are acting in that way
- show you how they can find particular things that interest them in non-fiction books





Phase 5 Letters and Sounds

Children are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page.

Reading age: 5-6

- read fluently with attention to punctuation
- solve new words using print detail while attending to meaning and syntax
- track visually additional lines of print without difficulty
- discuss and interpret character and plot more fully
- use contents page and glossary in non-fiction books and locate information

How to support your child reading Phase 5 books:

Your child is now developing into a more confident reader. Encourage them to select from books at the library or bookshop as well as those from school. As they read, you can help by encouraging them to:

- sound out quickly – and silently – inside their heads, if they need to sound out words
- look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks
- tell you about what the characters in the story are doing and why they are acting in that way
- show you how they can find particular things that interest them in non-fiction books





Phase 6 of Letters and Sounds

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

Reading age: 6-7

- look through a variety of texts with growing independence to predict content, layout and story development
- read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- adapt to fiction, non-fiction or poetic language with growing flexibility
- take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction
- begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax

How to support your child reading Phase 6 books:

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- encouraging them to read some pages silently, inside their heads
- listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks
- talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book
- asking them to tell you about interesting things they found out and showing you where the information is in the book





White

Letters and Sounds Phases no longer apply.

Books might have chapters. Children will read silently most of the time. They are interested in longer texts. Usually no more than 30 pages and about 10 sentences per page.

Reading age: 6-7

Learning opportunities:

- read silently most of the time
- sustain interest in longer texts, returning to it easily after a break
- use text more fully as a reference and as a model
- search for and find information in texts more flexibly
- notice the spelling of unfamiliar words and relate to known words
- show increased awareness of vocabulary and precise meaning
- express reasoned opinions about what is read and compare texts
- offer and discuss interpretations of text
- comment on main characters and how they relate to each other
- suggest alternatives or extensions to events and actions
- discuss feelings created by stories
- retelling of stories is balanced and clear

How to support your child reading White books:

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace
- asking them to find parts of the text which describe a character or place and talking about the words used in the description
- asking for regular updates as to what is happening in the book so that you know how the different chapters or sections link
- talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy





Lime

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages.

Reading age: 7-8

Learning opportunities:

- begin to read reflectively and to perceive meanings beyond the literal
- refer to text to support own ideas
- distinguish main points from examples ie, fact from opinion
- devise key questions and words for searching and use several sources
- begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension
- compare/contrast work from more than one source
- read aloud with expression and intonation taking account of punctuation
- pupils can refer to text layout and organisation
- pupils show some awareness of the point of view of the author
- beginning to sustain narrative and investigative reading

How to support your child reading Lime books:

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- asking them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable
- talking about how characters develop or how they react to different people, places or events
- read the book yourself so that you can talk together about the smaller details of the book





Jet

Books with an increasing challenging range of vocabulary and cross-curricular topics, themes and genres. Children will read independently most of the time. They are interested in longer texts (usually more than 30 pages).

Reading age: 7-8

Learning opportunities:

- interpret more sophisticated word-play and puns
- distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot • explain a character's motivations
- discuss the points of view of the character and the narrator
- better understand a range of narration styles

How to support your child reading Jet books:

Your child may well not want to read aloud to you anymore because they probably enjoy silent reading more. This is fine as long as your child continues to read actively and not just pass their eyes over the words. You can help them by:

- continuing to make a time available for regular quiet reading sessions and reading your book while your child reads
- establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question
- continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story





Ruby

Books with an increasingly challenging range of vocabulary and cross-curricular topics, themes and genres. Children will read independently most of the time. They are interested in longer texts.

Reading age: 8-9

Learning opportunities:

- talk about their understanding of significant ideas, themes, events and characters.
- explain the character's motivations.
- discuss the points of view of the character and the narrator.
- locate and use information.
- show that with help, they have used inference and deduction.
- find relevant words in a text without prompting.
- show awareness of the listener through use of pauses, emphasis and pace to entertain and maintain interest.
- Understand how the meaning of sentences is shaped by punctuation, word order or conjunctions.

Sapphire

Books with an increasing challenging range of vocabulary and cross-curricular topics, themes and genres. Children will read independently most of the time. They are interested in longer texts (usually more than 30 pages).

Reading age: 9-10

Learning opportunities:

- tackle unfamiliar and challenging texts with confidence
- identify and recognise complex sentences, language conventions and how language is structured in a range of text types
- skim, scan and note take to pick out key parts of a text to support their predictions and opinions
- gather information from more than one place in the text and use inference based on what is shown rather than being told



Bronze

Books with an increasing challenging range of vocabulary and cross-curricular topics, themes and genres. Children will read independently most of the time. They are interested in longer texts (usually more than 30 pages).

Reading age: 10-11

Learning opportunities:

- tackle unfamiliar and challenging texts with confidence.
- identify and recognise complex sentences, language conventions and how language is structured in a range of text types.
- skim, scan and note take to pick out key parts of a text to support their predictions and opinions.
- gather information from more than one place in the text and use inference based on what is shown rather than being told

Diamond

The books in this group are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. These texts are more advanced than many books that are sold to adults but these stories are not intended to be just 'leisure reads'. Although your child should enjoy them, the books need the reader to be fully alert and willing to learn

Reading age: 11+

Ruby, Sapphire Bronze and Diamond

How to support your child reading Ruby, Sapphire, Bronze and Diamond books:

- continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads
- suggest that your child invites friends who are also reading the book to a 'Book Group' which may be made up of their peers or family members. If you skim-read the book first you can prepare some questions for the book group to discuss
- before a reading session, ask your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to know the book yourself but serve to alert your child to its possibilities





Free Readers

By this stage, children have developed the skills to tackle a range of text types and developed the ability to engage at a high level with the text. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts.

Learning opportunities:

- sustain confidence and perseverance when reading longer, demanding texts
 - begin to use deduction and inference with more mature fiction and poetry
 - begin to perceive how an author develops: plot, characters, meanings beyond the literal, figurative language
 - distinguish fact from opinion, point from example, relevant from irrelevant
 - select key points of a text and summarise
 - can refer to the impact of structure and organisation of texts
 - can refer to text to explain their views
 - identify themes
 - identify impact of word choices
 - secure the skills of skimming and scanning and recursive reading
 - pupils can identify the purpose of a text
- How to support your child as a Free Reader
- they may need guidance on selecting appropriate books. They need to select books which continue to challenge their reading. Whilst they may enjoy reading books by particular authors or a particular genre, it is still important that they experience new authors, topics and styles

Although they do not need to be read with so frequently it is still important to share texts and discuss the books the children are reading.

How to support your child reading Free Readers:

You may like to consider making comparisons within or between texts, such as:

- describing the different characters' reactions to the same event in a story
- describing the different characters' reactions to the same event in a story
- how similar/different is it to ...?
- is it as good as ...?
- which is better and why?
- compare and contrast different characters/settings/themes
- what do they think about the way information is organised in different parts of the text?
Is there a reason for why this has been done?

