



# Bitterne Park Primary School

Manor Farm Road Bitterne Park SOUTHAMPTON SO18 1NX  
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 Executive Headteacher: Gerida Montague



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## Information regarding Book Bands

Dear parents,

In the Early Years and Key Stage 1, our children bring home a coloured 'Book Band' reading book to read each night at home.



We have recently made some changes to the way we label our reading scheme and the progression within it. Our books are matched to our school phonics scheme, 'Pip and Pop Phonics'.


Children will bring home two books in their book bags. One book (which should be your child's main reading book) will have words that contain the phonetic sounds that your child is currently learning within their phonics sessions. Children should be comfortable to sound out and blend the sounds aloud independently, building on their learning in school.

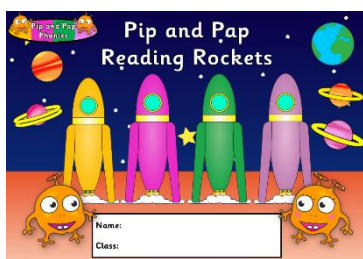
We encourage parents to hear their child read their phonics based book each night, to help them practise their decoding skills. There will be a label on each book, showing you the phonics sounds in focus and the

'stage' of the book. These are as follows:

Pre Phonics Books	Within the first few weeks of Year R, your child will bring home 'picture based' books to discuss together.
<b>Orange Phase Books (Year R)</b>	
Set 1	Focus sounds: s a t p i n m d
Set 2	Focus sounds: g o c k
Set 3	Focus sounds: ck e u r
Set 4	Focus sounds: h b f ff l ll ss
<b>Pink Phase Books (Year R)</b>	
Set 1	Focus sounds: j v w x
Set 2	Focus sounds: y z zz qu
Set 3	Focus sounds: ch sh th ng
Set 4	Focus sounds: ai ee igh oa oo
Set 5	Focus sounds: ar or ur er
Set 6	Focus sounds: ow oi ear air ure



Green Phase Books (end of Year R – early Year 1)	
Set 1	Focus sounds: ay ou ie ea
Set 2	Focus sounds: oy ir aw ue
Set 3	Focus sounds: wh ph ew oe au ey
Set 4	Focus sounds: Split digraphs a-e e-e i-e o-e u-e
Purple Phase Books (Year 1)	
Alternative pronunciations and spellings, including:	<p>Alternative pronunciations for graphemes already known:</p> <p>a, e, i, o, u, ou, ie, ea, y, ch, g, c, ey</p> <p>Alternative spellings for phonemes already known:</p> <p>-ture, -ge, -dge, -mb, kn, gn, st, se, wr, o, al, ere, ear, are, oor, our, oar, ore, augh, ci, ti, si, ui, -ve, -le, sc, ce, eigh</p>
	Please note that all books will contain a small range of 'Earth Words' (common exception words or 'tricky words' that are not yet fully decodable (e.g. the, said). Children learn to read these words in school and understand what part of the word is an exception to their learning so far.
Beyond 'Purple Phase' books, children will progress onto the Y1+ book bands, which you may already be familiar with: Turquoise, Purple, Gold, White (Year 2 Expected Level), Black, Lime (Year 3 Expected Level), Brown/Grey, Free Reader	



To support your child with their reading skills, we have also produced a list of words that all children need to be able to read, according to their age and phonics phase. We call these 'Reading Rockets'. These words have been taken from our phonics scheme and from the National Curriculum. Each list contains phonetically decodable words and a small range of 'Earth Words' (see above) for your child to practise at home.

We would welcome your support in helping your child to practise their Reading Rockets list at home. Once you feel your child is secure at reading the words in their list, please inform your child's class teacher through a note in the Home/School Progress Book. You can count practising from the list with your child as a daily 'read' to log in your child's Home/School Progress Book. Please indicate this practise when you sign your child's diary.

Please remember that all books present different challenges in terms of difficulty – be that the number of words in the book or within understanding the plot of a story, layout and vocabulary. Teachers will move your child onto the next set of books when it



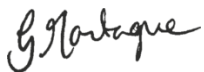
is felt that both their decoding skills and comprehension skills are secure.

The second book in the bag will be a 'story time' book – either a library book or a book that looks similar to their decodable reading book. However, not all of the words in the book are phonetically decodable at this stage. This will be indicated on the label. As such, your child may not have met all of the phonics sounds in the book and it may be tricky for them to read the book by themselves. We would like to encourage parents and children to share the story book together, talking about the plot and raising questions. Please note that this 'story time' book **does not** have to be completed every night, in addition to reading a phonics based book, but is included to expand your child's reading repertoire and support their comprehension skills.

We thank you for your support with hearing your child read every night!

Please do ask your child's teacher if you have any further questions.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'G Montague', written in a cursive style.

Gerida Montague  
Executive Headteacher

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Mrs Montague  
Executive Headteacher

