



# How to get the most out of your decodable reading books

A narrative driven multi-sensory systematic synthetic phonics programme

Approved  
Phonics  
Teaching  
Programme



Department  
for Education





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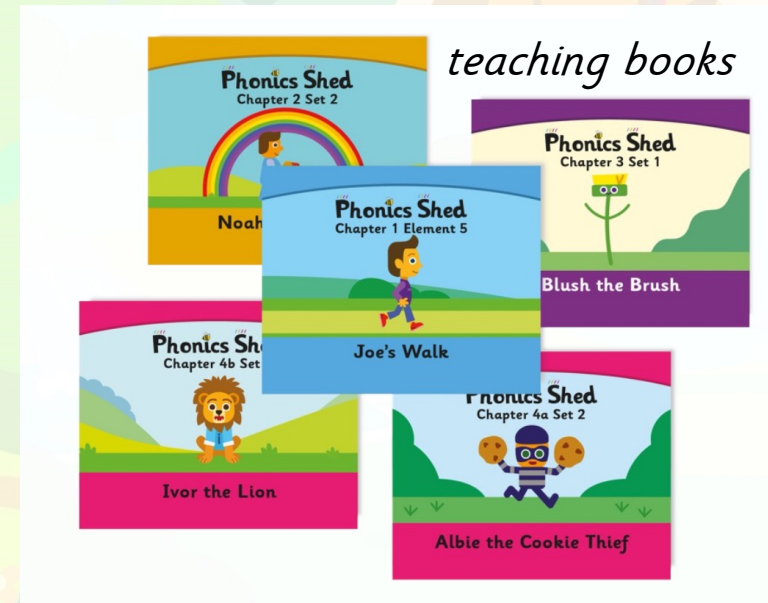
- The importance of stories
- Decodable reading Scheme
- Comprehension - VIPERS
- Reading 1:1 with a pupil
- Reading in a group





*“Our minds treat stories differently than other types of material. People find stories interesting, easy to understand, and easy to remember.”*

*The Reading Mind, Daniel Willingham, 2017*





# The importance of stories

**“Both storytelling and story reading have been found to be successful educational strategies that create significant improvements in language acquisition in young children** (Lucarevschi, 2016; Miller & Pennycuff, 2008; Speaker et al., 2004); **improve their oral or spoken language** (Cooper, 2009; Cremin et al., 2018; Isbell et al., 2004; Typadi & Hayon, 2010) **[and] develop reading comprehension** (Craig et al., 2001; Haven & Ducey, 2007)”

*Storytelling in Early Childhood Education, M. Rahiem, 2021*







# The importance of stories

- Schools who score highly in the Phonics Screening Check note that building a love of stories and reading plays a big part in their success (DfE, 2021).
- 2019 survey by the Literacy Trust found that children who enjoy reading were up to three times more likely to have higher than expected reading levels for their ages, and those who read daily are twice as likely to be above average in reading.
- Since the 1960s, research has repeatedly shown that reading for pleasure is an indicator of reading ability. In fact, it was suggested in an international study that reading enjoyment and ability have more impact on children's overall education than socio-economic factors.





# Decodable Reading Scheme

- 120 stage-specific decodable reading books that run alongside the scheme. These can be easily identified by their 'Decodable Reading Scheme' logos on the front cover and their chapter-specific colour coding.
- 12 pages long with five pages of decodable text, followed by a 'Questions About the Story' page for adults and, from Chapter 2 onwards, 'Key Vocabulary' page for the children to use before reading the story. The volume of text on each page increases as the scheme progresses. In some of the texts there are colour-coded speech bubbles from Bumble – these are notes for adults and are non-decodable.
- Practising with such decodable texts will help to make sure children experience success and effectively develop phonic strategies. This is in line with the *DfE Reading Framework (2021)* and *Ofsted Inspection Handbook (2021)* which state that the sequence of reading books should show a cumulative progression in phonic knowledge that is matched closely to the school's phonics programme.

## Wing's Big Racket

### Key Vocabulary

#### High Frequency Words

that  
is  
the  
of

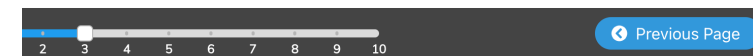
his  
and  
with  
to

#### Example Words

sing  
bang  
spring  
twang > twangs



3





## Chapter 2 (Pack 1)

There are no books for Chapter 2 Set 1 as there are very few decodable words.

We suggest using Chapter 1 stories at this point in the programme.

'I Spy' (Element 8) and 'Say It, Stretch It, Sound It' (Element 9) would help to best prepare the children for Chapter 2 (initial sounds and blending and segmenting).

Set 2	Pat and the Pasta	Focus HFWs: the, at
	Pat's Pants	Focus HFWs: the*, at* * not included in text  NOTE: An example of this text being shared at home in e-book format is available to view as a video as part of the parent and carer information.
Set 3	Dad Snips	Focus HFWs: and, dad Other CEWs included in the text: the
	Cat Nap	Focus HFWs: a
	Kit Sinks (2 versions for different 'k' characters)	Focus HFWs: and, in, to, the
	The Nag	Focus HFWs: a, at, on, the





# Decodable Reading Scheme

- The twenty Chapter 1 books are pre-readers. These are stories that can be understood without needing text.
- The Chapter 2 books begin at the end of Set 2, as there are very few decodable words available before then. They include two 'Share with me, non-fiction' stories in Set 5
- Chapter 3 includes 'Anna's Bath' which focuses on 'a' as /ar/, including regional variations.
- Chapter 4a includes, among others, decodable books which focus on split digraphs. Chapter 4b contains two fully decodable non-fiction books

## Decodable Books available after Chapter 2 Set 3 Lesson 5

All Chapter 1 books

### Chapter 2 Set 2

Pat and the Pasta

Pat's Pants

### Chapter 2 Set 3

Dad Snips

Cat Nap

Kit Sinks

The Nag

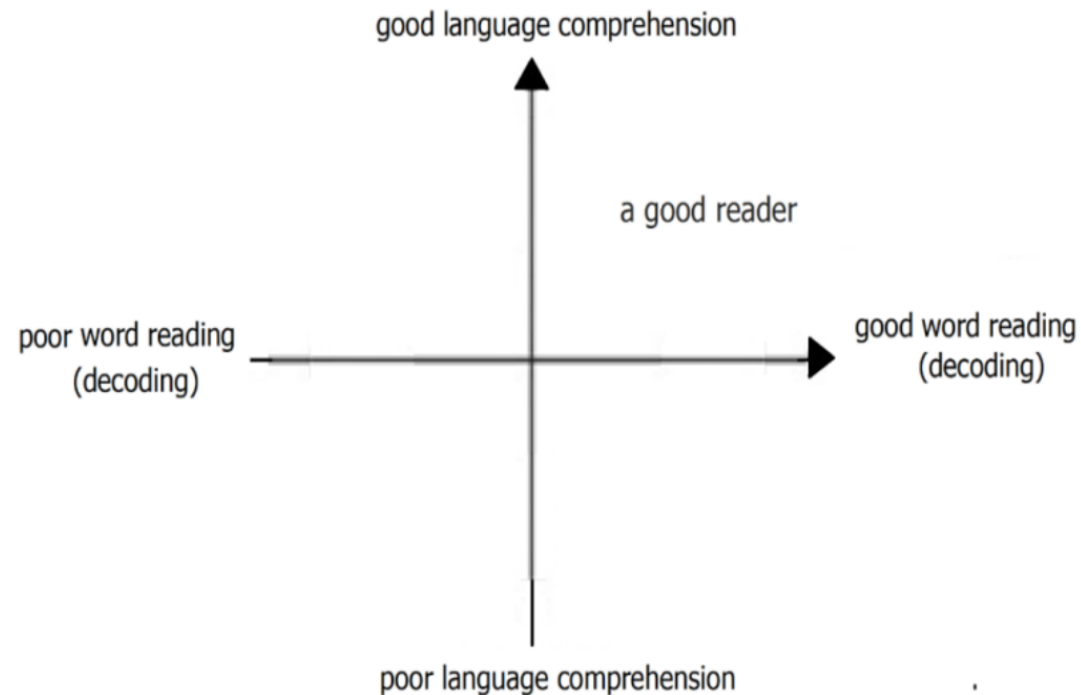






# The Simple View of Reading

Figure 1: The knowledge of a good reader





# Additional Comprehension Strategies

## Reading Vipers

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



www.literacyshed.com [C] 2017

‘The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children’s responses to these which allows for targeted questioning afterwards.’ (Literacy Shed)

Click here for free VIPERS resources from Literacy Shed +

<https://www.literacyshedplus.com/en-us/browse/free-resources/vipers-discussion-guides>





## Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?

## Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

## Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

## Reading Vipers

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

## Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

## Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?

## Sequence

Sequence the key events in the story.

Example questions

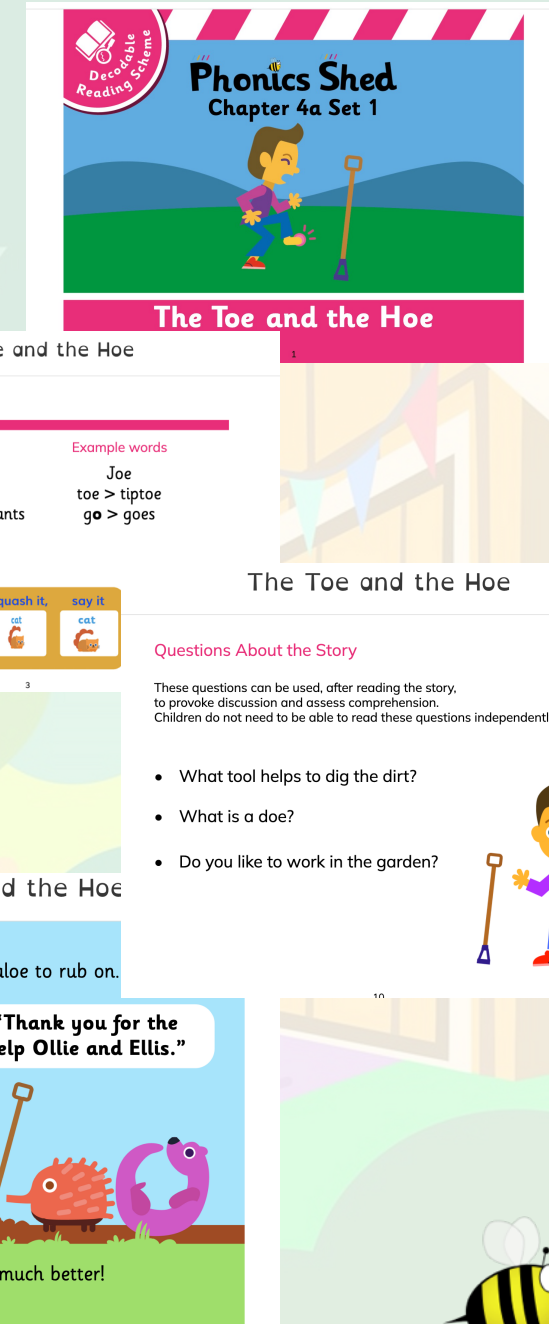
- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?





# How to Read a Phonics Shed Book

- 1. First, look at the front cover and any pictures. Discuss what the story might be about and talk about what the story might be about.
- 2. Look at the author and illustrator. Read the HFWs and CEWs on the first page try making this fun by doing them in silly voices, high and low pitched, loud and quiet.
- 3. Read the story, pupil to read out loud and use 'Sound It , Squash It, Say It' for blending words. Can they relate any of their past experiences to parts of the story?
- 4. At the end of the book there will be comprehension questions to discuss together. See if they can find the part in the book which answers the question.







## Other ideas

- Turn taking
- Reading together
- Going through and spotting certain GPCs
- Teaching pupils about how to look after books
- Naming parts of the book
- Reading to Joe the puppet
- Reading in a special place





# Decodable Reading Scheme online

- Decodable books can also be assigned to the children in e-book format through the [Phonics Shed Hub](#).
- You may wish to assign e-books as a non-contact and paper free way of sending home reading. Alternatively, paper copies of the reading scheme can be purchased



Assignment EBook <span>PHONICS</span>			
<a href="#">Wing's Big Racket</a> >			
06/04/2022 00:00 - 27/07/2022 00:00			
<span>active</span>			
Pupil	Lesson Complete ↓		
>  Scary Spice	✓	<a href="#">View Pupil</a>	
>	✗	<a href="#">View Pupil</a>	





# Info for parents

This week we are learning:

Chapter 3 Set 1



## What does this mean for me?

**Reading Books:** Your child will bring home books from our decodable reading scheme. These will be either a paperback or assigned digitally as an ebook (accessible with your child's personal login). It will have been carefully selected by your child's teacher to go alongside the GPCs your child has been taught in school. These books are for your child to read to you. It has been carefully chosen so that they can use the skills they have learnt in phonics to read all the words.



Some books will have words for you to read with your child, these are known as 'share with me' books. Other books will have no words for the children to read but contain detailed pictures to discuss and create their own story. Most books will have key words to practise before and suggested questions for you to ask about the story after they have read it – you can ask other questions too as those provided are just a guide!

<https://www.edshed.com/en-gb/resource/phonics-shed-resource-parent-leaflet-en-gb>

Phonics Shed

### Wing's Big Racket

#### Key Vocabulary

##### High Frequency Words

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##### Example Words

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1 2 3 4 5 6 7 8 9 10

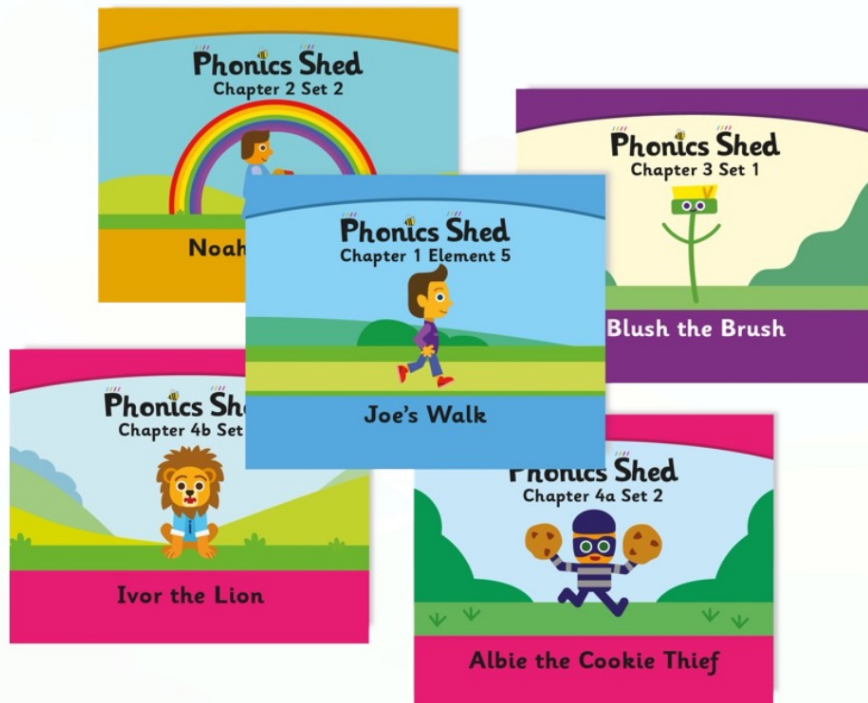
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# Making Connections

140 teaching books



120 decodable books



These Phonics Shed character-based stories also cover many other important and relatable themes, such as emotions, social skills, mental health and self-care. This allows the children to identify with the characters and engage at a deeper level. They can also help children address their own thoughts and feelings by talking about the stories and the issues raised in them.







# Reading in a Group

Could have the VIPERS cards in front of you to give ideas for questions to ask to ensure different areas are covered.

## Vocabulary

Infer

Predict

Explain

Retrieve

Sequence

## Infer

Make inferences from the text.

### Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

- 1) Recap flashcards with focus GPC in the book and HFWs and CEWs on the first page.
- 2) Look at the cover of the book and the pictures, predict what will happen. Can you see any characters you already know?
- 3) Model using 'Sound It, Squash It, Say It' to read the first page of the book.
- 4) Reading – might take different forms. All children fingers to follow text and all read together, turn taking or in pairs. Depending on the story you may discuss expression in speech bubbles or speech marks/ punctuation used. Maybe have a particular VIPERS focus.
- 5) Some ideas on what to observe: decoding, fluency, expression, ability to follow text, confidence, pronunciation.
- 6) Discuss the comprehension questions as a group to gauge their understanding of the text.
- 7) Can they retell the story?





- Teacher hub
- Resources, assignments and games
- Any questions

