



### Decodable Readers Key Messages

**Aim: Phonics as the prime tool for early reading EYFS/YR1**  
(National Curriculum 2014)  
**Before the end of year 1 children can read fluently.**

**Fully decodable** (aligned to L&S) to practise blending with GPC's and reading tricky words **already taught**.

Progression and order should match the phonics programme and order of GPC's.

Re-read texts for fluency and automaticity.

Decoding is key and taught separate to comprehension.

**Code recognition + word blending + autographic memory**  
**= fluency (read at speed)**

Do children have to read books with the focus phoneme taught that day?

No, not necessarily books using GPC's taught **that** day BUT should allow the practise and application of TW & GPC's **already known**.

Some children will need constant consolidation in phoneme recognition and word blending for fluency before they can tackle texts with the **current stage of the whole class** content ( i.e your lower ability groups).

Pitch at 90% fluency in school and 95% fluency for books that go home.

Children also choose a 'real' book for sharing and parents understand the purpose of these books.

Book talk, communal comprehension and high quality texts as part of whole class literacy is advocated.

Daily song, rhyme and story time with drama.

### Decodable Group Reading

Chunked reading approach, i.e **1.Decoding session(s) 2. Comprehension 3. Prosody (expression).**

Re-read and use the same text all week for the 3- 5 sessions.

All adults trained and have regular coaching.

Pre-teach sets them up with the skills to tackle any words 'on the run' in that text.

Pre-teach: Rehearse the GPC's, tricky words and blending strategies at the beginning of reading sessions.

Expose children to vocabulary relevant to the book.



### **Guided reading Structure:**

- 1.Book introduction: F/NF (+ title)
- 2.**Focus:** We are decoding. A clear focus.
- 3.**Preteach phonemes, tricky words and vocabulary. (some practitioners do 3,2,1)**
4. **Model,** and **children practise/do.**
5. **Independent** practise. Teacher taps into each child to scaffold and assess.
6. Revisit the skill- clarify and cement.

### **How often?**

As much as possible and manageable.

*Model A: 3 times per week. SEN:Daily*

*Model B: 4/5 times per week. SEN and vulnerable learners: Daily*

SEN: Daily decodable reading plus 1:1 intervention, daily additional practise for **code (GPC)** and/or **blending**. Strategic to their gaps and blending accuracy, i.e cv vc cvc cvcc ccvc cccvc