



# The 6 steps to Reading Workbook

**Everything you need to get the  
most out of this week!**



# Thanks so much for joining the 6 Steps to Reading Challenge!

Through this week, we'll be covering a huge amount of information to support your child with their reading and this booklet is designed to help.

Within, there are loads of tips and suggestions to help you with each session, as well as loads of extras to ensure you get the most out of this week.

We've got:

**Book bands and levels** - tick what your child can do and see which book level they should be on. It's a great way to track their progress with their reading too.

**Engaging Reluctant Readers** - Check if your child shows the signs of being reluctant and look at a range of activities to help them find reading more fun. There's also a checklist so you can record everything you've done. You don't have to do everything every day, it's just a good way to keep track and see what's working.

**The 6 Steps** - activities to help with each step, some with resources and some without. Not only that, you get access to the assessment sheets we use within the [Raising Readers Community](#) to work out exactly where your child is in their reading journey and what they need to work on next.



## Hey, I'm Jen!

I've been teaching kids to read for a decade (and supporting parents to do the same for a while now, too!) and these are the exact activities that I use both in my classroom and with my 1:1 students. I really hope you find them useful!

If you have any questions at any point, please let me know at [jen@theprimaryeducator.co.uk](mailto:jen@theprimaryeducator.co.uk) and I'll get back to you asap!



# Book Bands and Levels

## What they are and how to tell if your child is on the right level

What colour/level does your child currently get from school? \_\_\_\_\_

## What can my child do?

- |  |  |
|--|--|
| <input type="checkbox"/> Recognise spaces between words.   | <input type="checkbox"/> 'Chunk' longer words to sound them out.                         |
| <input type="checkbox"/> Recognise letters in the alphabet.  | <input type="checkbox"/> Read some words without obvious blending.                       |
| <input type="checkbox"/> Blend 2 and 3 letter words.   | <input type="checkbox"/> Read most words without obvious blending.                       |
| <input type="checkbox"/> Spot and read some tricky words.  | <input type="checkbox"/> Reading longer passages without needing to stop for a break.    |
| <input type="checkbox"/> Recognise and read digraphs and trigraphs ( <b>toad</b> , <b>light</b> ).         | <input type="checkbox"/> Reading in their head (and able to tell you what they've read). |
| <input type="checkbox"/> Read words with adjacent consonants ( <b>clap</b> , <b>lamp</b> , <b>spring</b> ) | <input type="checkbox"/> Reading chapter books.  |
| <input type="checkbox"/> Recognise different ways of writing the same sound (ay/ai/a-e).                   |  |

Are you happy with your child's level? If not, what level do you think they should be on?

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If you're unsure, or have any questions, feel free to pop me an email at [jen@theprimaryeducator.co.uk](mailto:jen@theprimaryeducator.co.uk)



# A quick overview

## Lilac books (Reception)

Oxford Reading Tree - Level 1, RWI - Ditty books

Very simple stories

Pictures tell the story

Some have no words.

### How to Help:

Encourage them to point out letters they know.

Talk about the characters and story.

Encourage them to hold the book and turn the pages.



## Pink books (Reception)

Oxford Reading Tree - Level 1+, RWI - Ditty books



Simple phonics (CVC words).

Familiar and predictable words.

Repetitive and short.

### How to Help:

Encourage them to recognise words and the spaces between them.

Point out repeated words and encourage your child to remember them.

Encourage them to point out letters they know and begin to read them independently. You may still need to read most of it!

# A quick overview

## Red books (Reception)

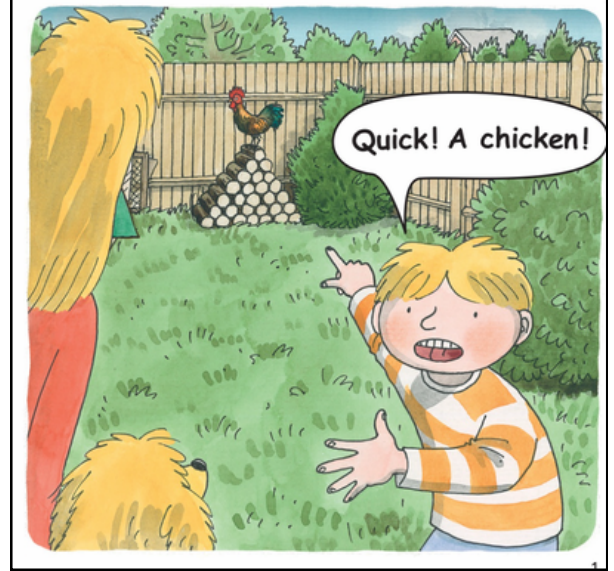
Oxford Reading Tree - Level 2, RWI - Red

- Continuing to use simple phonics, but expecting our kids to read more of it.
- Simple stories using pictures to support.
- Starting to include the occasional digraph.

### How to Help:

- Look for digraphs first and point them out.
- Talk about each picture and ask your child to describe what's happening.
- You may still need to read parts as your child builds their stamina!

Kipper ran to get Mum.



## Yellow books (Reception)

Oxford Reading Tree - Level 3, RWI - Green



- Starting to use common digraphs (ee, oa, oo).
  - More tricky/ repeated words.
  - Slightly longer stories.
- ### How to Help:
- Continue to look for digraphs and tricky words first.
  - Encourage them to sound out words they don't know carefully.
  - Challenge them to read more independently.

# A quick overview

## Blue Books

(Reception/ Year 1)

Oxford Reading Tree - Level 4, RWI - Purple

- Longer passages with more varied sentences.
- Starting to include adjacent consonants.
- A larger range of trick words.

### How to Help:

- Practise recognising tricky words regularly.
- Ask their opinion about what is happening and what might happen next.

The children went to see Gran.  
They were going to spend the night.

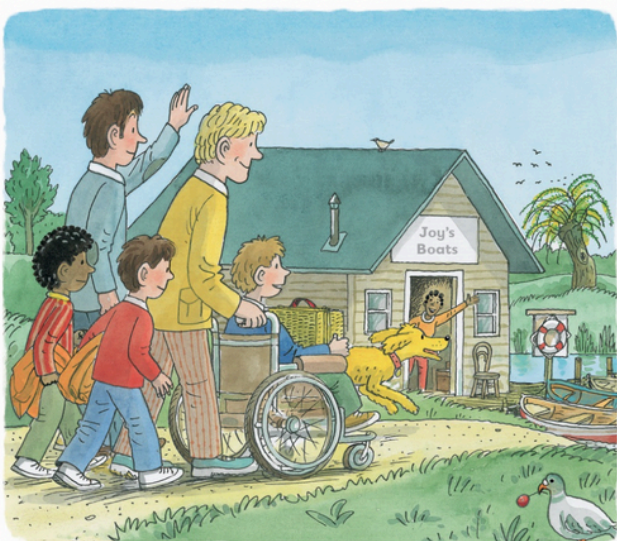


## Green books

(Year 1)

Oxford Reading Tree - Level 5, RWI - Pink

Wilf, Chip and Craig were going  
out on the river. Floppy went, too.



- Alternative spellings for sounds (ai/ay/a-e)
  - Including apostrophes (didn't, wasn't).
  - A wider range of vocabulary (awful instead of bad).
- ### How to Help:
- Point out apostrophes and say both words (didn't - did not).
  - Challenge them to say other words they could use (awful, terrible, catastrophic).
  - Point out punctuation and what they mean.

# A quick overview

## Orange Books

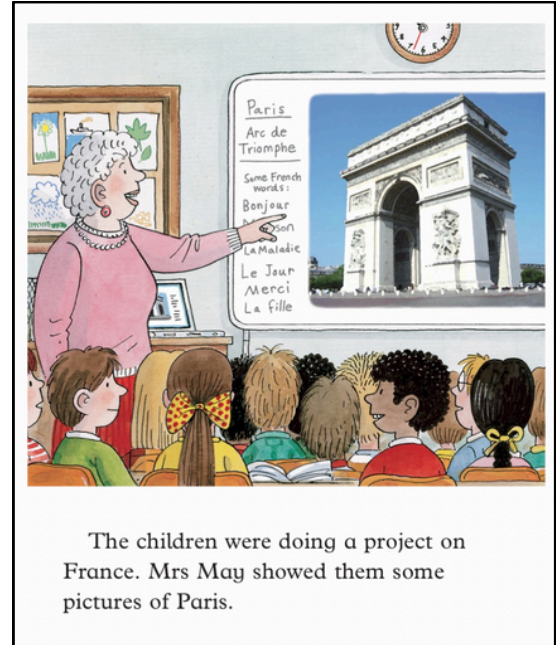
(Year 1)

Oxford Reading Tree - Level 6, RWI - Orange

- Longer and more complex stories.
- Beginning to read some words without sounding them out.
- Reading alternative spellings for sounds.

### How to Help:

- Encourage them to correct themselves if they make a mistake. Don't point it out as often.
- Encourage them to remember repeated words without sounding them out each time.



## Turquoise books

(Year 1)

Oxford Reading Tree - Level 7, RWI - Yellow



“Ding, ding! Ding, ding!”  
Dad came into Chip’s room. He was ringing a bell. Chip sat up in bed.  
“It’s time to get up,” said Dad. “Mum’s away and we have a lot of jobs to do.”

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- Reading a lot of the text without sounding out and blending.
  - Longer, multisyllabic words.
  - Beginning to read with expression.
- ### How to Help:
- Check for punctuation first, for reading with expression.
  - ‘Chunk’ longer words to make them easier to read.
  - Ask lots of questions about the book, including what words mean.

# A quick overview

## Purple Books

(Year 1/2)

Oxford Reading Tree - Level 8, RWI - Blue

- Kids are usually 'free readers' at this stage.
- Understanding what they've read much more confidently.
- May still be 'chunking' longer words to help them read.

### How to Help:

- Introduce your child to non-fiction books about subjects that interest them. Talk about the difference between fiction and non-fiction.
- Model chunking longer words.



It had been raining for days.  
"All this rain," said Biff. "I wish it would stop."  
"I'm taking Floppy for a walk," said Mum.  
"Who wants to come?"  
Biff and Chip looked at her.  
"Not us!" they said. "It's raining!"

## Gold books

(Year 1/2/3)

Oxford Reading Tree - Level 9, RWI - Grey



Gran had come to stay. She had presents for the children. She had bought each of them a Super Squirter.

"Oh no!" groaned Dad.

"A Super Squirter! That's brilliant!" said Chip.

"Thank you, Gran."

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- Chunkier books with more sentences per page.
- Reading in their heads.
- Taking in and working out new vocabulary quickly.

### How to Help:

- Encourage your child to choose their own books and talk about what they like/don't like.
- Ask your child about words and their meanings.



# A quick overview

## White Books

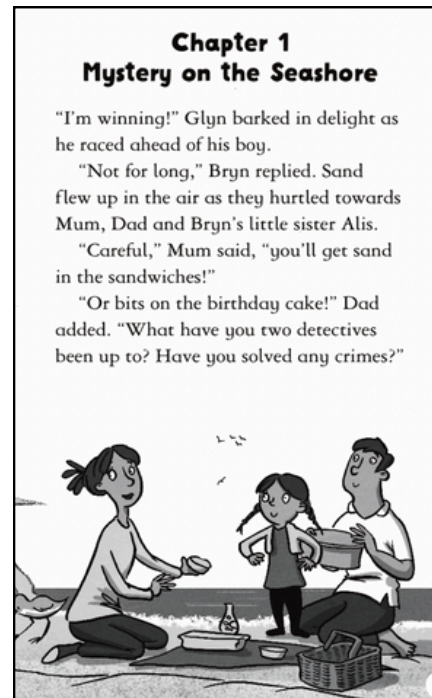
(Year 2/3)

Oxford Reading Tree - Level 10, RWI - Completed

- Building stamina for reading longer texts.
- Starting to read books with chapters.
- Using parts of unfamiliar words to work out meaning (scholar is like school, so means...)

### How to Help:

- Talk about vocabulary and point out similar words.
- Ask questions about the whole chapter, including encouraging them to think about the character's perspective.



## Lime books

(Year 2/3)

Oxford Reading Tree - Level 11, RWI - Completed

(I say it looks like he's fast asleep.  
"No, no," says Mum. "Not asleep. Milton Grizzlefur is thinking.")

We all stood waiting for Milton Grizzlefur to wake up – I mean, to stop thinking.



At last he opened one yellow eye.  
"Ah, yes, as I was saying," he said, his grey whiskers looking a bit like a human's beard.

"You weren't saying anything at all," I thought. But I kept quiet about it.

- Automatically aware of punctuation as they are reading.
- Working out information and reading between the lines for comprehension.

### How to Help:

- Give your child the choice of a wide range of books.
- Encourage reading independently every day.
- Ask questions about what they're reading at the moment and what they think about it.

# Engaging Reluctant Readers

How to help your child when they don't want to read

## Signs of Reluctance

- Slow to join for reading
- Seem demotivated or unhappy
- Easily distracted and fidgeting
- Staring blankly at the page
- Checking each word with you
- Clowning around or misbehaving
- Easily frustrated when they don't get a word straight away



What do you think is the reason for your child's reluctance? I've included some suggestions below, or you can make your own notes.

- Prefers other activities \_\_\_\_\_
- Learning to read is hard \_\_\_\_\_
- Books are boring \_\_\_\_\_
- Additional difficulties  
Attention difficulties \_\_\_\_\_  
Visual processing difficulties \_\_\_\_\_  
Dyslexia \_\_\_\_\_
- Find reading embarrassing \_\_\_\_\_
- Don't understand why they need to read. \_\_\_\_\_

# Suggested Brain Breaks

Activities to try when your child is getting twitchy and needs a break!



## BRAIN BREAK

Get them to stand up and spin/jump for 30 seconds. Get them to count as they do it. This helps them 'reset' and keep reading.

Challenge them to look around the room and count how many things they can read. They don't have to read them, just look for letters and words. This isn't just a great break, but helps with understanding how important reading is too.

Show them a tricky word (one that, ideally, you want them to practise). Tell them that every time they read that word, they have to do an action. This is great for a tiny brain break while reading.



Quick questions... What has happened so far? What might happen next? What would you do if you were in the story? These are great for distracting from reading being hard and helping your child think about what they're reading too.

Ask them to act out the story so far. Great for getting them moving, and challenging their memory too!

Challenge them to look for a certain sound on the page. Encourage them to count how many times they see it. You can do this on one page or in the whole book, and you can do it with tricky words too!



Ask when they've read or done something similar to the book. It's great to get them applying their reading to the real world.

Use the picture and encourage your child to list all the things they can see. This can help them focus on the book but take a quick break from reading.

Choose a word and challenge your child to think of a different word that means the same thing. Can they think of a word that would work better? Talk about (or write down) a few words and choose your favourite.

# Ideas for Brain Breaks

For when your child needs a break!



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## Other notes...

For anything you want to remember!



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# Reading Tracker

Activity

M T W T F S S

Read Phonics Book

Listened to a Story

Did a Reading Activity

Read something that wasn't a book

Modelled reading to my child

Shared the reading

Read somewhere different

Offered a book as an option

Talked about the book before reading

Talked about what might happen next

Talked about what we read

Talked about the vocabulary

Used a Brain Break

Used a movement break

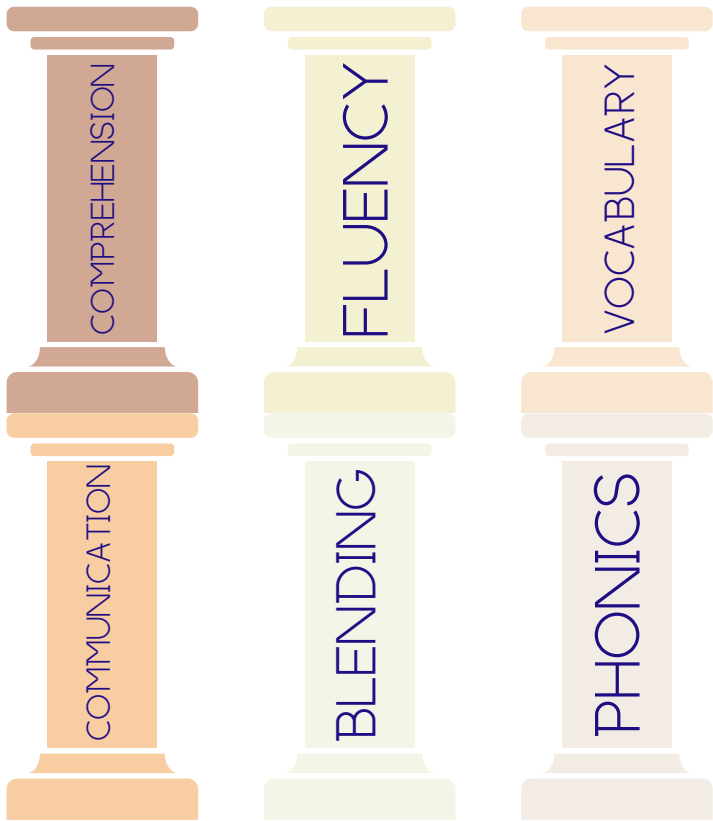
Visited the Library

Finished a book!

# 6 Steps to Reading

[Click here for the linked video](#)

## The Pillars of Reading



The Pillars of Reading are the core elements of learning to read. All 6 work together to help children (and adults) not just learn letters and words, but understand what they read too.

And the best thing about them? If your child finds one pillar harder than the others, the others support and balance it. For example, if your child finds phonics hard, understanding what they sentence is about and using their vocabulary will help them work out new words.

In this booklet, I go through games for you to try for each of the 6 Pillars, some with resources and some without. All of the activities have come from the Raising Readers Community and have a matching video explanation, which you can find [here](#).

Here's a quick break down of what each Pillar focuses on:

**Communication:** The ability to speak, listen and understand. This is the absolute groundwork of reading.

**Blending:** The ability to play with and put together sounds so that they make words. You don't need to know any written letters for this part!

**Phonics:** The most well known. Recognising letters and the sounds they make.

**Vocabulary:** Understanding a wide range of words and their meanings.

**Fluency:** Recognising sight words and reading with confidence.

**Comprehension:** Understanding what they've read.

# Communication

The ability to speak, listen and understand.

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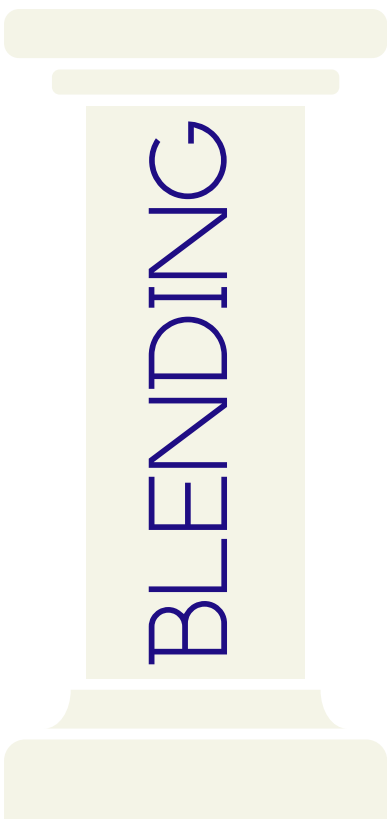
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# Blending

The ability to put sounds together so that they make words.



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# Phonics

Recognising letters and the sounds they make.

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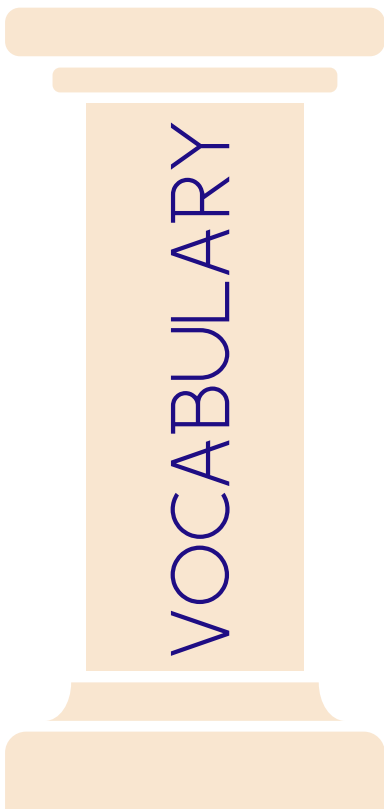
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# Vocabulary

Understanding a wide range of words and their meanings.



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# Fluency

Recognising sight words and reading with confidence.

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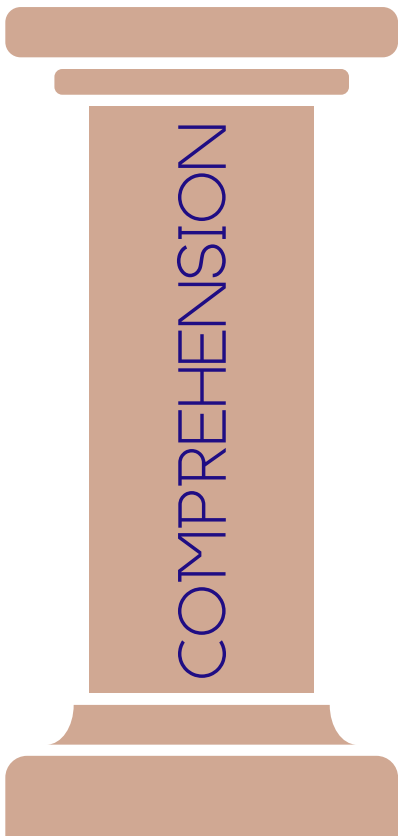
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# Comprehension

Understanding what they've read.



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# Communication

## DRAWING INSTRUCTIONS

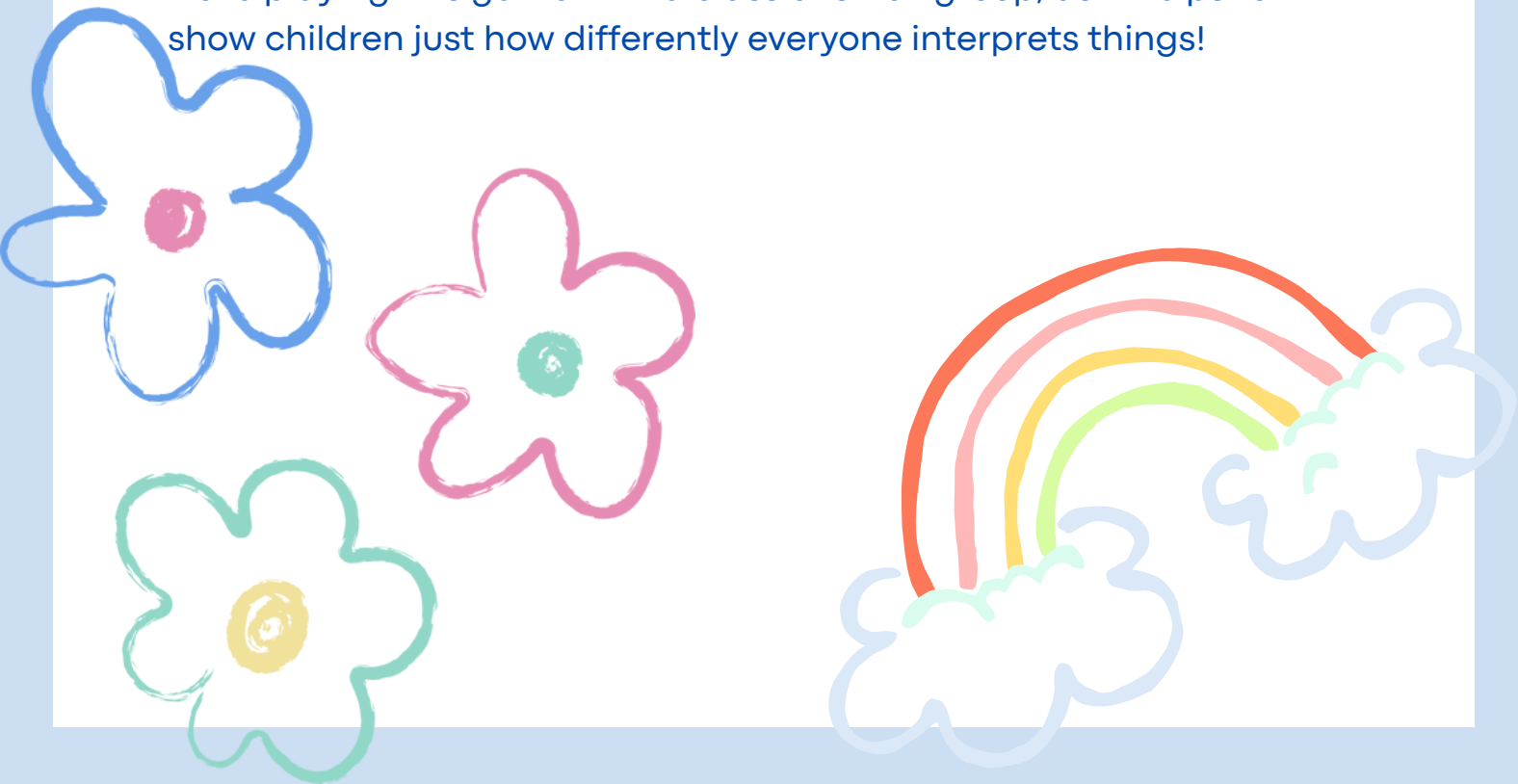
All you need for this is a pencil and some paper (or chalk and the pavement if you prefer!)

Explain to your child that you're going to tell them how to draw a picture. They need to listen carefully and follow your instructions. (If you can draw along at the same time, fantastic! You can show your child what you thought of at the end and see if it matches!)

Start with simple instructions, such as 'draw a circle'. Then add to it with phrases like 'draw a line inside the circle', 'draw two small circles inside the circle, near the top.'

When you're finished, get your child to show you what they drew. It's highly unlikely it'll match what you did as we all interpret things differently, so make sure to praise your child for every instruction they followed.

I love playing this game with a class or small group, as it helps to show children just how differently everyone interprets things!



# Communication

## “SIMON SAYS”

Simon Says is a fantastic way to develop your child’s understanding - which will make it easier for them to communicate, and improves their ability to follow instructions too!

Explain to your child that you’re going to play a game where they have to follow your instructions, but only if you start the sentence with ‘Simon Says’.

Give them a few examples -

“Simon Says touch your head”

“Simon Says stand on one foot”

“Stick your tongue out”

(If it’s their first time playing, I would remind them before each sentence that they’re listening for ‘Simon Says’.)

As they get more confident, you could add in more instructions -

“Simon Says touch your head and stick your tongue out” - to challenge their memory too!

If you have more than one child (or an extra adult who’s willing to join in) this game is even better as you can all play together. It’s also a great way to build your child’s resilience when they make a mistake!



# Bonus ACTIVITY CARDS

Clap a  
rhythm

Stamp your  
feet in a  
pattern

Sing four  
notes

Tap your  
head and  
your tummy

Tap the  
floor with  
your hands

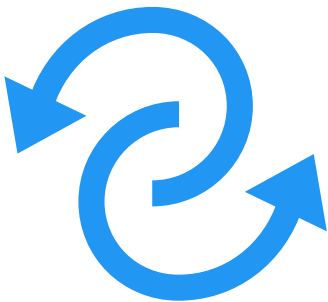
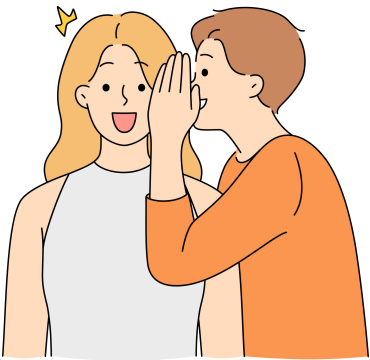
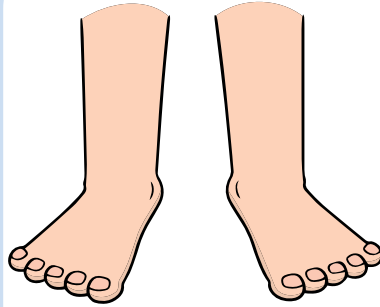
Say a silly  
sentence

Make a  
humming  
noise

Make a  
noise like  
an animal

Sing a line  
from a  
nursery  
rhyme

# Bonus ACTIVITY CARDS



# Blending

## A LISTENING MOMENT

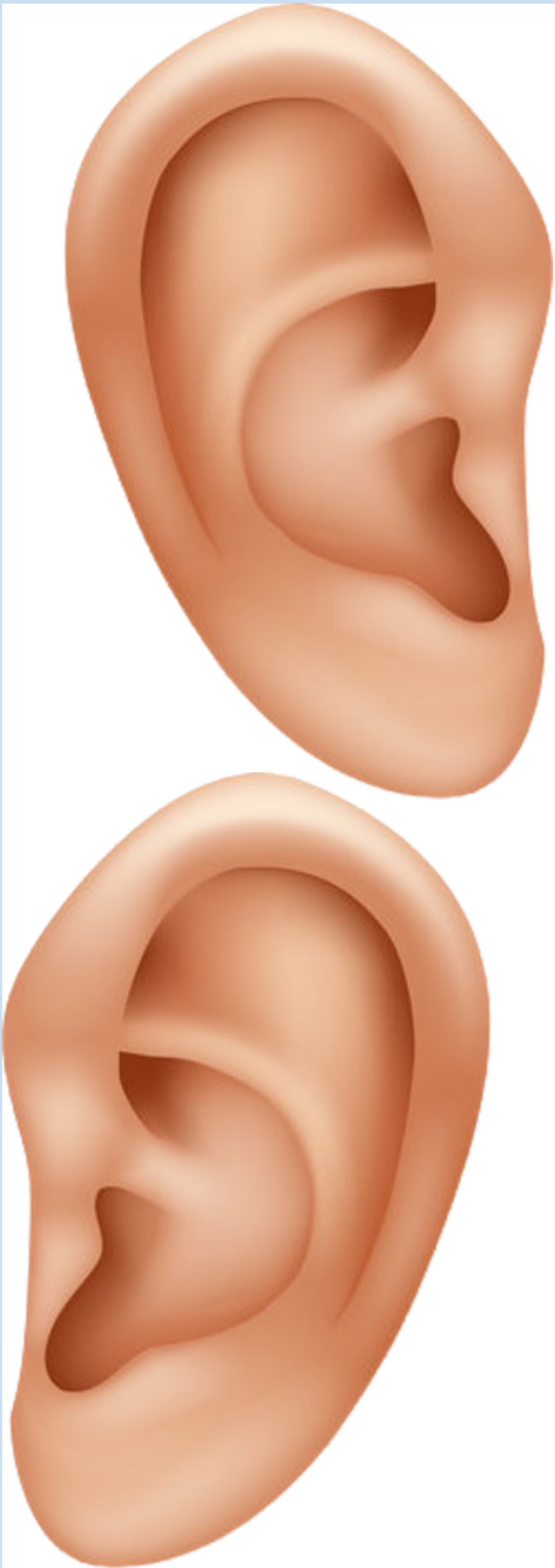
Encourage your child to stop for a few moments and try to listen for as many different things as they can. If they're a little older, encourage them not to talk during the listening time, but to remember all the different things to talk about at the end.

After the time is up, encourage your child to name each of the sounds they heard and where they came from or what caused them. For example, they might say 'I heard a car, it went vvvvrrrooom, it came from over there!' or 'I could hear a bird going tweet tweet. It was up there.' If they hear a sound they can't identify, they may need your help to do so.

Encourage them to make a noise as close to the sound they heard as possible. Over time, they will be able to identify more and more sounds and gain confidence with this game.

This encourages your child to break down sounds and identify each one, which will help them identify different sounds in words. It also helps them develop listening skills which is vital when following instructions!

This game is perfect for playing when you're running errands, while you're trying to get your kids fed, or just when you're at the park, but if you want to make the game a bit more fun and special, you could print off my 'listening ears' resource. Either attach them to the headband, or just get your child to hold them. Either way, it will remind your child of the focus of the activity, and hopefully be fun for them too!



Headband

Headband

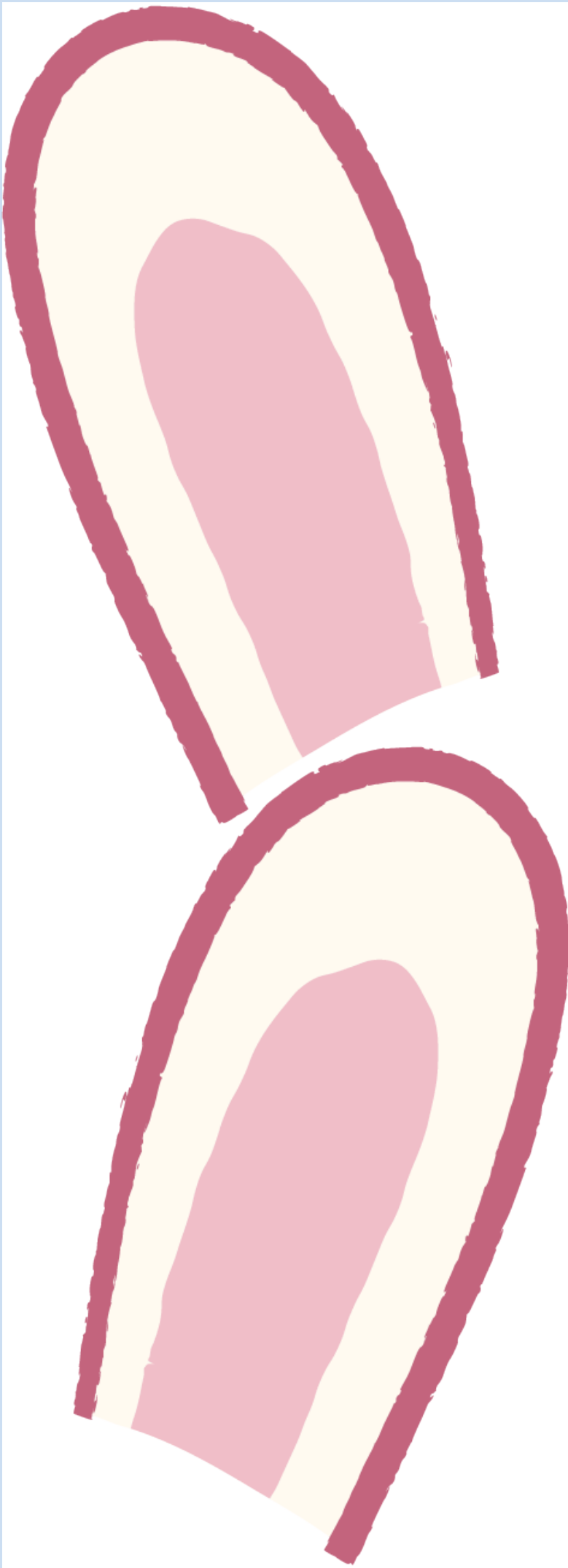


Headband

Headband

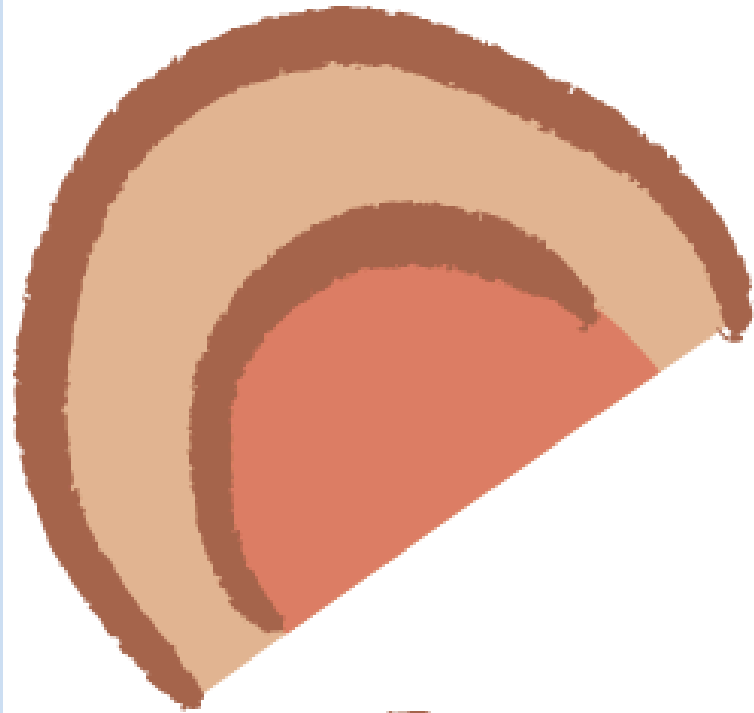






Headband

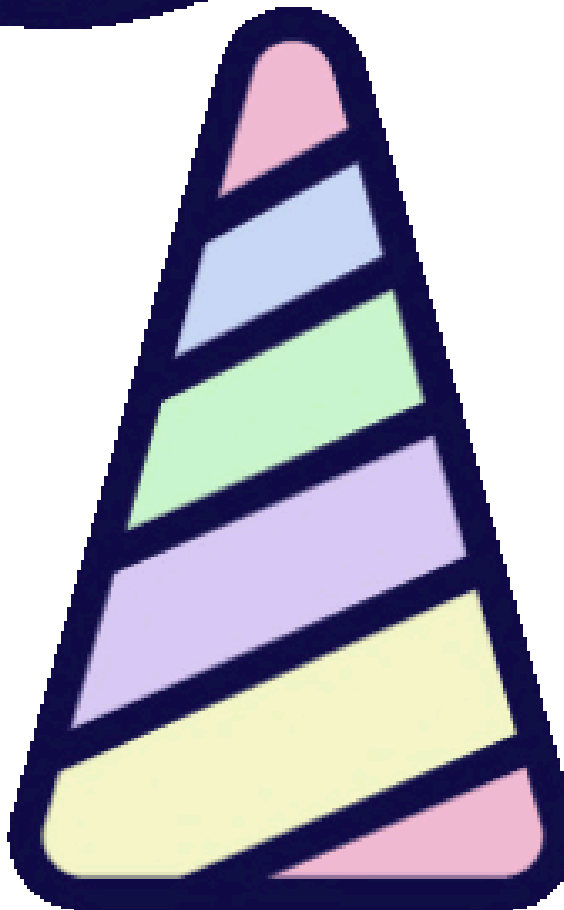
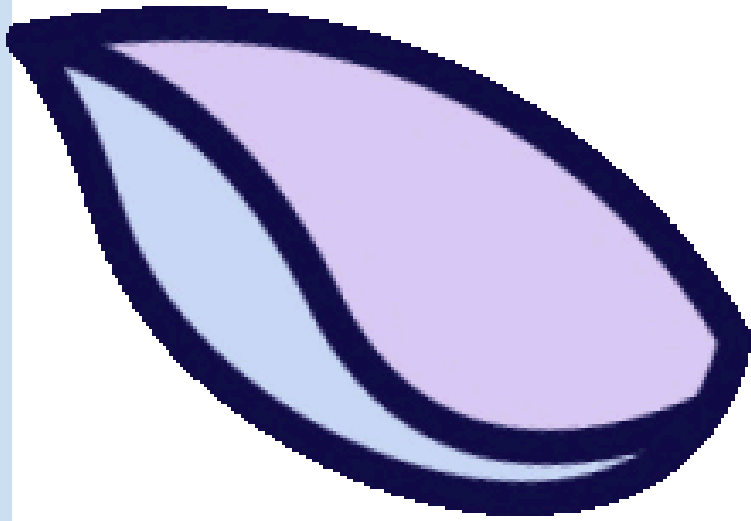
Headband



Headband

Headband





Headband

Headband

# Blending

## HOW MANY SOUNDS?

This activity can be done anywhere. It's fantastic for helping your child identify sounds in words, and make you aware of any specific difficulties they may be facing.

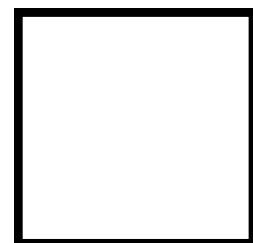
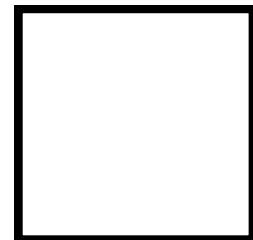
Start with a word (for example, 'car'). Ask your child 'How many sounds are there?'

Model stretching the word out - cccc-aaaarrrr

Encourage your child to count the sounds on their fingers and tell you how many there are. If they find this tricky, model doing it with them.

As they get more confident, use longer and longer words and see if they can count all of the sounds! (e-l-e-ph-a-n-t is one of my favourites, as is d-u-b-l-e-d-e-ck-e-r-b-u-s!)

You can also extend this by getting your child to write down the sounds they hear too!



# Blending

## HAS IT GOT...?

This is quite a challenging game that requires your child to break words down into their sounds.

For this activity, ask your child if there is a specific sound in a word. For example, "Does 'dog' start with 'b'?". They then need to answer yes or no. You could then encourage them to 'prove it', by breaking the word down into its sounds to show you it's not there.

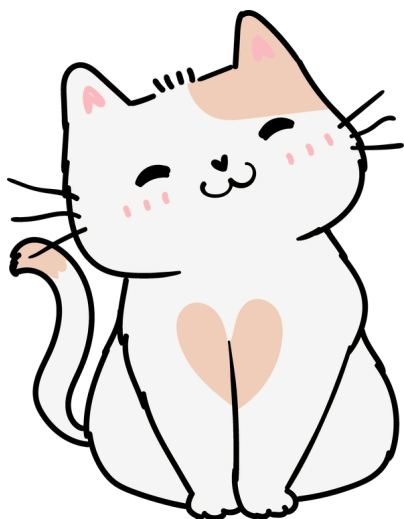
There are three levels of difficulty.

1 - The initial sound - "Does 'cat' start with 'f'?"

2 - The final sound - "Does 'pig' end with 'g'?"

3 - Any sound - "Does 'tree' have an 'a' in it?"

You could make it even harder by making it a longer word, (like, does 'elephant' have a 'l' in it?), but I would make sure they can do the shorter words confidently first!



a?

# Blending

## NOTEBOOK WORDS

This activity works best with small notebooks to flick through, but you could also just use flashcards.

In one notebook, write the vowel sounds (and the vowel digraphs, if you'd like!) and in the other notebooks, write the consonant sounds (and the consonant digraphs).

Lay the notebooks out with the vowels in the middle. You can start with 2 sounds (vowel, consonant - VC) or 3 sounds (consonant, vowel, consonant - CVC) and then build up to adjacent consonants when your child is comfortable. There are some other layouts below.

Encourage your child to read the sounds and put them together. You can then flip to a new page and try again. This is great for developing vocal skills and ability to blend adjacent consonants. Don't worry if the word doesn't make sense, it's still great practise!

If you want a video to follow, [here it is!](#)

Other word structures are:

VC

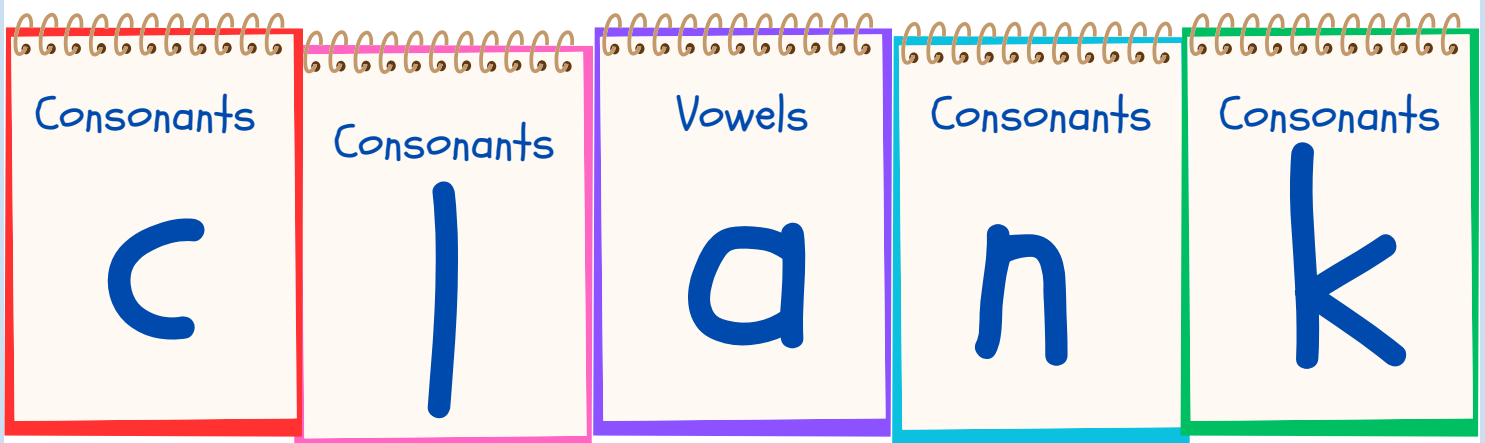
CVC

CCVC

CVCC

CCCVC

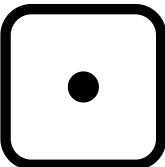
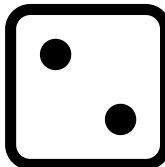
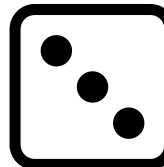
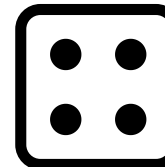
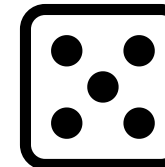
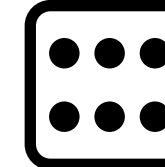
CCVCC



# Blending

## ROLL AND READ

Roll the dice and read the words!

	lost	clip	text	blob	skip
	left	band	kept	clap	snap
	elf	bunk	chimp	drum	smug
	milk	tent	shift	flag	spud
	belt	desk	quilt	glum	step
	bump	fist	toast	plan	twig

# Phonics

## WHAT'S THE PASSWORD?

Keeping a few flashcards (4/5) is a great opportunity to practise sounds.

Each day, before you leave the house, show your child the flashcards and run through them quickly. You can tell your child that they need ot 'read the password' before you can leave.



Another way of playing this game is to stick the letters on your front door and calling out sounds for your child to hit. If they hit them all correctly, they can open the door.

Either way, this is a great way of speeding up letter recognition and practising sounds, without taking up much of your day.





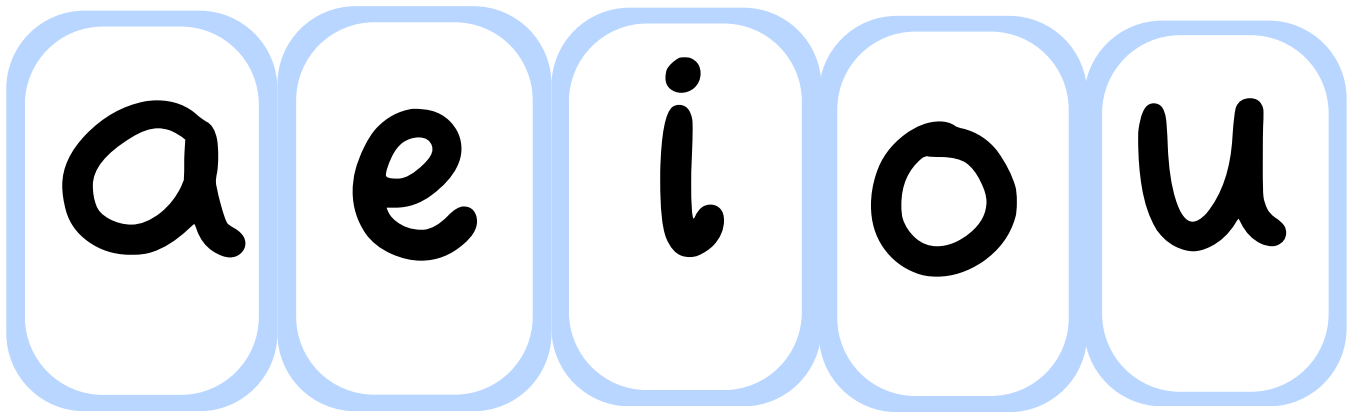
# Phonics

## MISING VOWEL

Often, the hardest part of blending (or segmenting) is the middle sound. Vowels are really hard to hear as they 'blend' into the next sound. This activity focuses on encouraging your child to work out the vowel sound to include it.

Show your child the word and get them to work out what the middle sound could be. There might be more than one possible answer. Encourage them to work out all of the options. They could then draw pictures to show what each word means.

I'd recommend doing one word at a time to make it a quick activity.



m \_ p

s\_t

p\_n

m\_n

d\_n

p\_g

d\_g

g\_t

c\_t

s\_ck

p\_t

s\_n

r\_p

h\_t

b\_g

f\_t

l\_t

k\_ss

v\_t

# Phonics

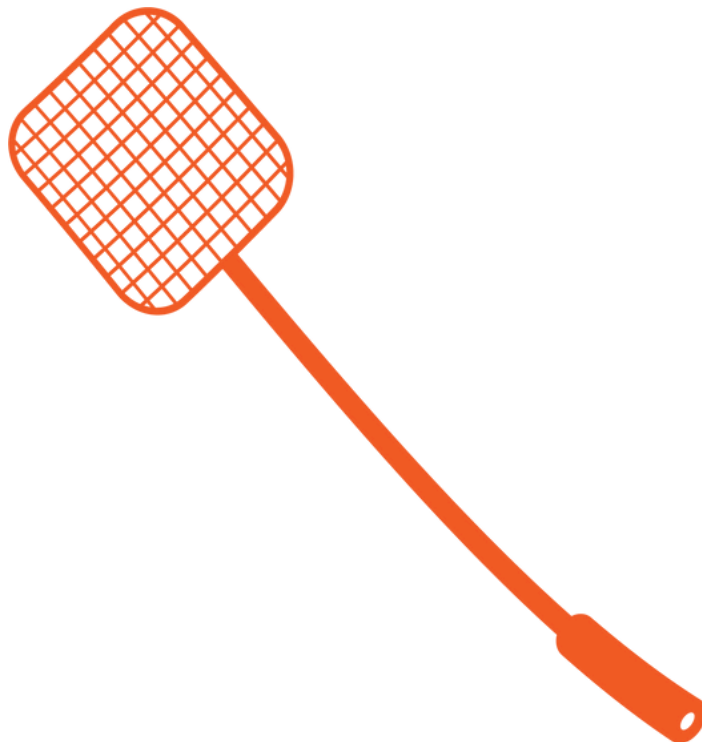
## ‘SPLAT THE ‘SOUNDS

Cut out the word cards and space them out. You may want to start with only a few different sounds.

Give your child a fly swatter (or they can just use their hands) and tell them that you are going to call out a sound. They need to swat the word that has that sound in it.

You could also stick the words to the wall so your child has to slap them, or on the floor for your child to jump on.

This helps children scan for digraphs and match phonemes to graphemes!



# Vocabulary

## CATEGORIES

This is a great one for challenging and building your child's vocabulary, as they have to think of words as well as hearing new ones and solidifying old ones.

First, choose a category that you can pick words from - fruit, kitchen, the zoo, music, clothes, etc.

Tell your child that you're going to create a long string of words that belong in the category by taking turns adding words. You can only say a word once and if you repeat a word, choose a word that doesn't belong or simply run out of ideas, you will have to choose a new category and start again.

This is a fantastic game for on the go or in the car as you don't need any resources and can always choose a new category.



# Vocabulary

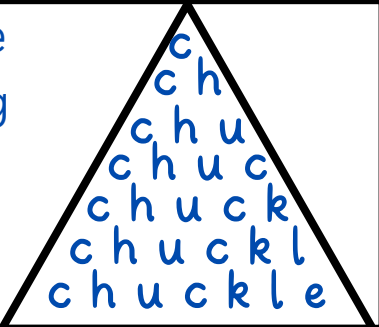

## WORD OF THE WEEK

Choose a new word each week ([vocabulary ninja is great for this](#)) to go over with your child. Get them to start by writing the word down, before filling in each section of the grid.

You could do a different part each day to help your child remember the word in different ways.

A few suggestions for words are:

change house light  
kind need picture

Word of the week: <b>chuckle</b>	Meaning/Definition <b>to laugh quietly</b>	
Rhyming words <b>buckle muckle</b>		Triangle Spelling 
Syllables <b>2</b>	Draw it 	Write a sentence <b>He let out a happy chuckle.</b>

# WORD OF THE WEEK

Word of the week:		Meaning/Definition	
Rhyming words		Triangle Spelling	
Syllables	Draw it	Write a sentence	

# Fluency

## AROUND THE HOUSE

This is a really good way to solidify the 'shape' of tricky words into your child's mind.

Write the tricky words onto pieces of paper (or use the hands from the previous game). Stick them up around your home where your child can see and reach them. One could be on the front door, one on the fridge, etc.

Each time you pass the word, tap it and say the tricky word. Encourage your child to do the same.

When they become confident in the word and its placement, move it around! This will help to ensure your child is recognising the word rather than just its position in your home.

You can extend this game by hiding the word and encouraging your child to find it, similar to letter hide and seek.



# Fluency

## SENTENCE PYRAMID

This is a great way for building reading speed and remembering words you've already read.

Start with 1 word. Get your child to read it and blend it together.

Show your child the next word in the sentence. They have to say the first word and then blend the next one.

For the next line, they have to read the first two words and blend the third.

Build up, adding each new word again and again until your child is able to say the whole sentence fluently.





# Fluency

pat

pat a

pat a dog

dad

dad and

dad and nan

a

a sad

a sad man

a

a tin

a tin can

a

a cat

a cat in

a cat in a

a cat in a hat

a

a nap

a nap in

a nap in a

a nap in a cot

# Fluency

Mark

Mark and

Mark and Carl

Mark and Carl got

Mark and Carl got wet

Mark and Carl got wet in

Mark and Carl got wet in the

Mark and Carl got wet in the rain

Jim

Jim has

Jim has seven

Jim has seven silver

Jim has seven silver coins.

Nan

Nan is

Nan is sitting

Nan is sitting in

Nan is sitting in the

Nan is sitting in the rocking

Nan is sitting in the rocking chair.

Bow

Bow down

Bow down to

Bow down to the

Bow down to the king

Bow down to the king and

Bow down to the king and queen.

I

I can

I can see

I can see a

I can see a pair

I can see a pair of

I can see a pair of boots.

It

It has

It has been

It has been hot

It has been hot this

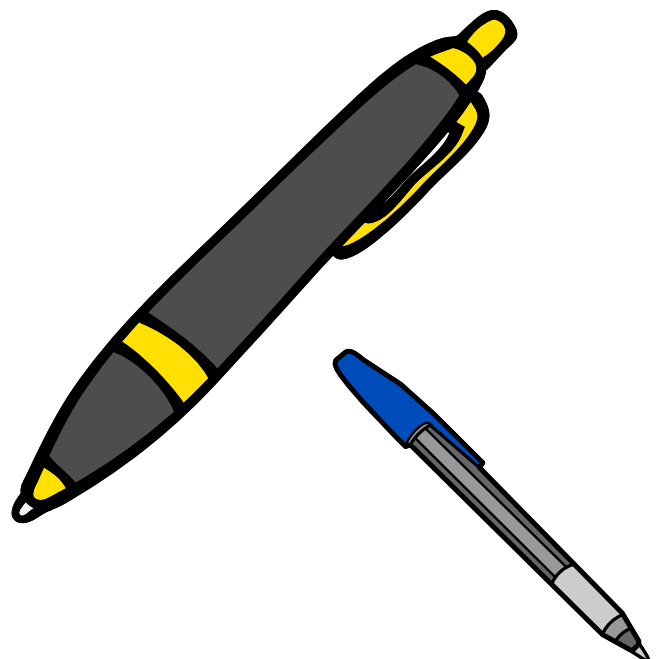
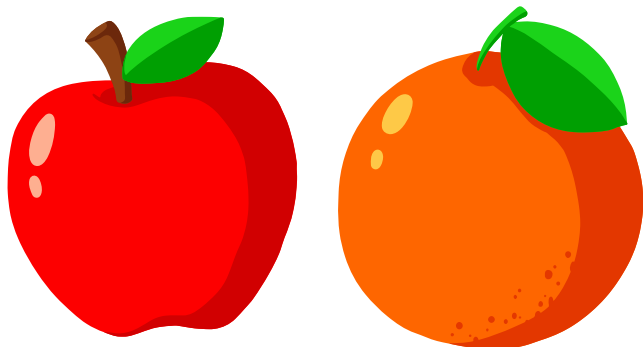
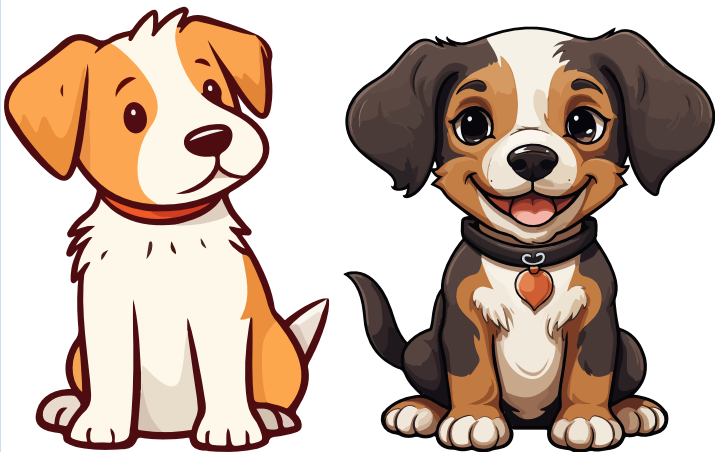
It has been hot this year.

# Comprehension

## WHAT IS DIFFERENT?

Get your child to look at the pictures and discuss what is different between the two objects. Encourage them to list as many things as they can.

You can also do this out and about. Point out two objects and get your child to say how they are different.



# Comprehension

## WHAT IS DIFFERENT?

### Parent suggestions:

[These are not specific! Feel free to use these suggestions to support your child if they are struggling, but if possible, get your child to lead this activity and make their own suggestions.]

The best thing you can do is get them to expand their sentences, such as - "Both children have black hair, but one child has long hair in pigtails, and the other child has short hair."]

**Which one is longer/shorter?**

**Which one is wider/more narrow?**

**Which one is darker/lighter?**

**Which one do you like more? Why?**

Other options include talking about how different images are drawn, for example, asking which one they think looks more real and why. You might also want to talk about feelings of animals or people in the pictures, or maybe even how your child feels when they look at each one.

# Comprehension

## YES/NO QUESTIONS

Give your child a few of the Yes/No questions, and take the paddles for yourself.

Explain to your child that they will be the game master. They will ask the questions and then you (and/or the family) will answer them. Your child then has to decide if you were right, and if you're not, you're eliminated! (or lose a point if you're playing on your own...)

You could do only a few questions at a time to encourage your child to read, and then they could think of their own questions to write down as a challenge and a gentle movement into writing. When you read these questions, don't worry if they're not spelled correctly, as long as your child has used their phonics!



**Can a book be thick?**



**Can a hammer chop wood?**

Is the sun wet?

Can a duck quack?

Can wax get hot?

Can a boat sail?

Is all hair fair?

Is the moon near?

Did a shark ever jump up a tree?

Can a vet fix a car?

Are fish and chips food?

Is it dark at night?

Is the moon brown?

Can a book be thick?

Will six cows fit in a bus?

Can a hammer chop wood?

Will a ship sail on a road?

Can ducks see fish in a river?

Can we get wool from a sheep?

Can a rabbit yell at a man?

Can we see the stars at night?

Can letters have stamps on them?



# 6 Pillars Assessment



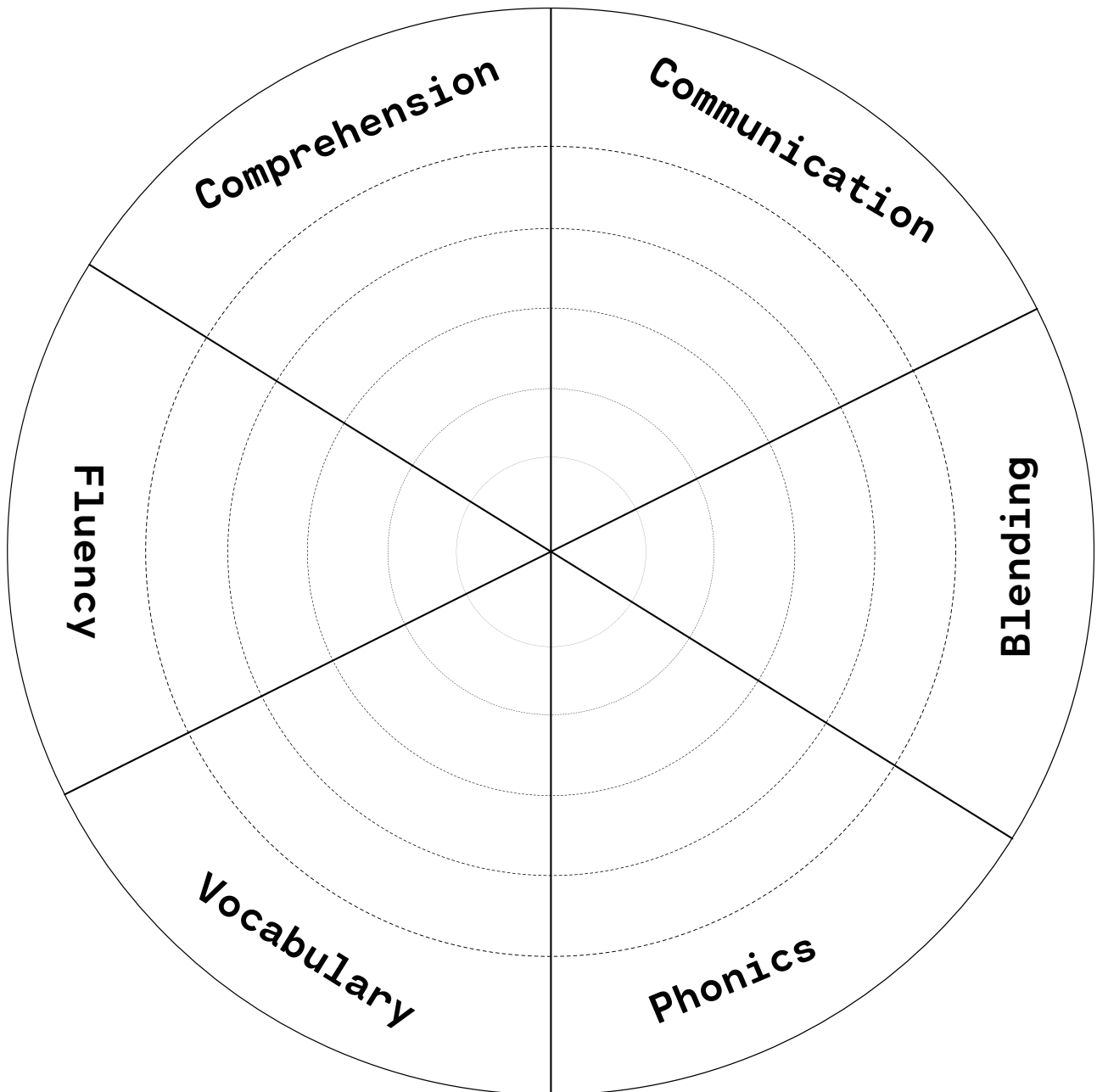
## ASSESS YOUR CHILDS READING

How confident is your child on each step of learning to read?  
I've written up a few statements to consider to help you.  
[Click here for the video walkthrough.](#)

### rough ages for each level

**P** Preschool      **1** Year 1

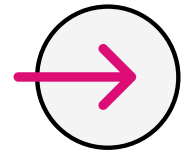
**R** Reception      **2** Year 2







# Steps of reading



## COMMUNICATION



### LEVEL 1

Speaks in 2-3 word sentences. Listens to simple stories with pictures. Understands simple questions (where's mummy?).



### LEVEL 2

Understands 'who', 'what' and 'where' questions. Speaks in sentences of 4-5 words. Starting to use simple plurals (cars, shoes).



### LEVEL 3

Describes events that have happened. Uses 'why' questions. Can describe objects using colours. Listens to and answers questions about books.



### LEVEL 4

Asks lots of questions. Makes plans for their play when with friends. Starting to like simple jokes.



### LEVEL 5

Understands sequential sentences and multi-step instructions. Takes turns in longer conversations and speaks in well-formed sentences.



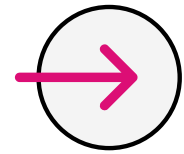
### LEVEL 6

Uses a variety of descriptive words, shares complex ideas and chooses different words for different purposes.





# Steps of reading



## BLENDING



### ↘ LEVEL 1

Is able to identify a variety of sounds in their everyday lives and make sounds independently.

### ↘ LEVEL 2

Is able to recognise the first sound in a word and can blend 2-sound words confidently by verbalising the sounds out loud.

### ↘ LEVEL 3

Is able to play with words through rhyme or alliteration, and blend 3-sound words easily by verbalising the sounds out loud.

### ↘ LEVEL 4

Is able to blend 2 adjacent consonants at the beginning or end of a word, mostly on the first try, without missing any sounds.

### ↘ LEVEL 5

Is able to blend 3 adjacent consonants confidently on the first try, without missing any sounds.

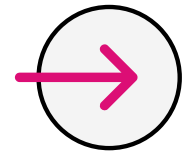
### ↘ LEVEL 6

Reads Multi-syllabic words confidently. Is able to read prefixes and suffixes on words.





# Steps of reading



## PHONICS



### LEVEL 1

Recognises and says single letter sounds quickly and easily.



### LEVEL 2

Can match consonant digraphs to their sounds quickly, and identify them accurately in words.



### LEVEL 3

Can match vowel digraphs and r-controlled digraphs to their sounds quickly, and identify them correctly in words.



### LEVEL 4

Can match trigraphs to their sounds quickly, and identify them correctly in words. Can spot and read split-digraphs accurately, without prompting.



### LEVEL 5

Can recognise some alternative ways of writing a sound and understand some rules for when they are used.



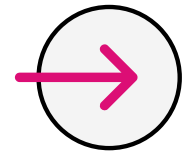
### LEVEL 6

Can recognise all alternative ways of writing a sound and is beginning to understand the rules for each.





# Steps of reading



## VOCABULARY



### LEVEL 1

*Speaks in full sentences, using basic vocabulary. May sometimes confuse words.*



### LEVEL 2

*Rarely struggles to express what they want to using words. Experiments with using new vocabulary, even if incorrect.*



### LEVEL 3

*Uses specific words when speaking and asks for explanations for words they don't know. Can identify words that have the same meaning.*



### LEVEL 4

*When reading, admits the words they don't know and asks for clarification. May need to be reminded about the meaning a few times.*



### LEVEL 5

*Identifies new words when reading, learns what they mean with support and remember the meaning in the future.*



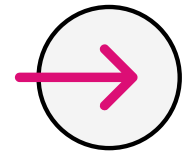
### LEVEL 6

*When reading a new word, works out the meaning from context and remembers both it and the meaning in the future.*





# Steps of reading



## FLUENCY



### LEVEL 1

Recognises a few Tricky and High Frequency words, such as I, no, go, to, into and the.



### LEVEL 2

Is able to identify the Tricky and High Frequency words they know rapidly within text, without sounding out or hesitating.



### LEVEL 3

Recognises a wide range of Tricky and High Frequency words by sight and is able to spell several of these.



### LEVEL 4

Recognises and remembers repeated words within a text, not needing to sound and blend them each time.



### LEVEL 5

Beginning to 'blend as they go', elongating each sound slightly to blend into the next one, making reading quicker.



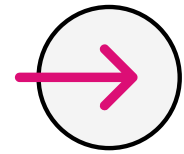
### LEVEL 6

Is able to read many words rapidly, blending in their heads for the majority, and only sounding out new, unfamiliar words.





# Steps of reading



## COMPREHENSION



### ↘ LEVEL 1

Look for it - Can answer questions when the answer is right in front of them (no reading needed)

### ↘ LEVEL 2

Look and think - Can answer more complex questions, where they need to identify what is being asked first, but the answer is still easy to find.

### ↘ LEVEL 3

Using Clues - Using their imagination to hypothesise what might happen next, or what the characters might do.

### ↘ LEVEL 4

Using Clues - Using information they have read to work out the answer to the question. The answer is no longer right there, they have to think about it.

### ↘ LEVEL 5

Developing opinions - Starting to give explanations for their reasoning, thinking critically about the question.

### ↘ LEVEL 6

Developing insights - Considering questions from a character's point of view and giving answers that don't relate to them personally.





# Daily Planner

*one more chapter*

DATE

M T **W** T F S **S**

6:00
7:00
8:00
9:00
10:00
11:00
12:00
13:00
14:00
15:00
16:00
17:00
18:00
19:00
20:00
21:00
22:00
23:00

STEP FOCUS

TOP 3 GAMES TO TRY

- . . . . .
- . . . . .
- . . . . .

NOTES

FOR TOMORROW

# Questions

A place to make notes on any questions you might want to ask!

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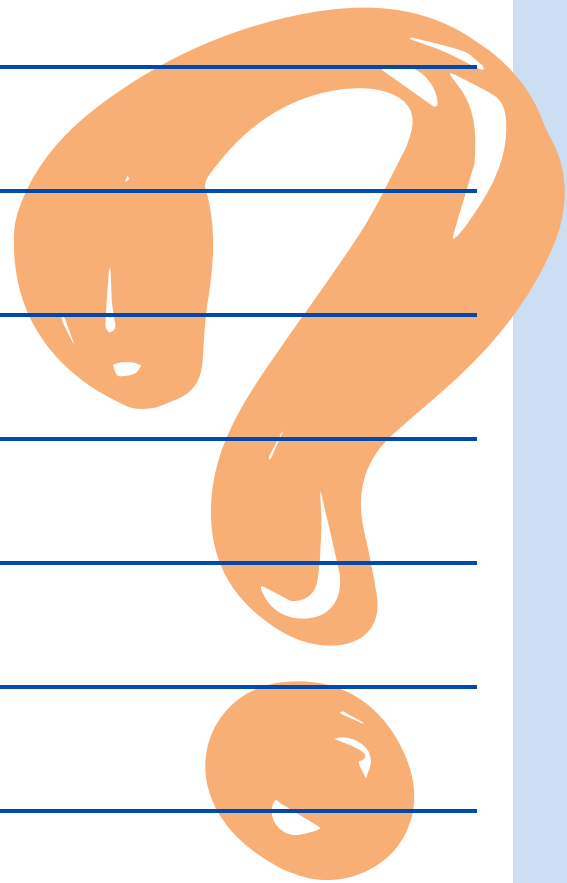
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## Extra Notes:

For anything else you'd like to remember!

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