

Book Audit – NB. Colours correspond to book banding – dependent on scheme, colours may differ).

Current Book Stock – Reading Scheme (for home reading)

	Wordless	Phase 2 Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff l, ll ss	Phase 3 Set 6: j v w x Set 7: y z, zz qu Graphemes: ch ar sh or th ur ng ow ai oi ee ear igh air oa ure oo er	Phase 3-4 Consolidation of GPCS taught so far; starting to focus on adjacent consonants; tricky words	Phase 4-5 Consolidation of GPCS taught so far; adjacent consonants; tricky words and introduction to Phase 5	Phase 5 ay oy wh a-e ou ir ph e-e ie ue ew i-e ea aw oe au o-e u- e Alternative Pronunciation and Alternative Spellings	Phase 5 ay oy wh a-e ou ir ph e-e ie ue ew i-e ea aw oe au o-e u- e Alternative Pronunciation and Alternative Spellings
Fiction							
Non-Fiction							
Poetry							

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	Phase 5-6	Phase 5-6	Phase 6	White	Lime	Brown
Fiction						
Non-Fiction						
Poetry						

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Current Book Stock – Guided Reading

	Wordless	Phase 2 Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff l, ll ss	Phase 3 Set 6: j v w x Set 7: y z, zz qu Graphemes: ch ar sh or th ur ng ow ai oi ee ear igh air oa ure oo er	Phase 3-4 Consolidation of GPCS taught so far; starting to focus on adjacent consonants; tricky words	Phase 4-5 Consolidation of GPCS taught so far; adjacent consonants; tricky words and introduction to Phase 5	Phase 5 ay oy wh a-e ou ir ph e-e ie ue ew i-e ea aw oe au o-e u- e Alternative Pronunciation and Alternative Spellings	Phase 5 ay oy wh a-e ou ir ph e-e ie ue ew i-e ea aw oe au o-e u- e Alternative Pronunciation and Alternative Spellings
Fiction							
Non-Fiction							
Poetry							

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	Phase 5-6	Phase 5-6	Phase 6	White	Lime	Brown
Fiction						
Non-Fiction						
Poetry						

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Focus Points	Areas of Strength	Areas for Development
<p>The school's book stock is up to date, with a sufficient quantity of books available in all year groups, both phonically decodable and non-decodable texts. This is true for take home reading books as well as books to use in Guided Reading/Phonics lessons and to read for enjoyment within the classroom.</p>		
<p>There is a wide range of texts available to children, including fiction, non-fiction, poetry and real-world reading material, e.g. leaflets, magazines.</p>		
<p>Books are banded accurately, and where schemes are mixed, there is parity between stages/colours.</p>		
<p>Within bands, books are ordered according to phonic knowledge, e.g. sets of phonemes.</p>		
<p>All children have access to take home reading books, ideally one phonically decodable and one non-decodable text per week.</p>		

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Recommendations