



## **Guidance on selecting fully decodable books**

When children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This will enable them to use the GPCs they know to decode the words and, with practise, develop fluency when reading.

It will also establish the habit of using phonics as the route to decoding unknown words, avoiding unreliable guessing strategies. Evidence and experience clearly shows that this is the most effective approach to ensuring almost all children learn to read.

When selecting books for independent reading practice, the following points are essential:

- The phonic progression of the decodable books must match the phonics progression of *Little Wandle Letters and Sounds Revised*.
- The decodable books must introduce new GPCs in the same order as the teaching in *Little Wandle Letters and Sounds Revised*.
- The progression in the books must be cumulative, so children can practise the GPCs they have already learned in the programme.
- The tricky words must follow the progression for *Little Wandle Letters and Sounds Revised*, with each tricky word being taught before the children read a book containing it.

*Collins Big Cat for Little Wandle Letters and Sounds Revised* have devised fully decodable books matched to our programme progression.

In addition, there are many excellent schemes available from a range of commercial publishers.

Some books that you may consider might follow the former *Letters and Sounds* programme. These could be labelled as 'phonic books', 'fully decodable', or 'linked to Letters and Sounds'. Detailed guidance on selecting and organising suitable decodable books from your existing stock is provided in the 'Reading section' of the website.

However, to be fully compatible with this programme, books need to specify that they follow *Little Wandle Letters and Sounds Revised*.

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Avoid books that:

- Make links to phonics, but are not fully decodable. They may have many decodable words mixed with other words (often referred to as ‘context words’) that are not decodable at the children’s phase of learning. This is a mixed approach and will not fully support the children’s growing phonic knowledge.
- Are not decodable and use the ‘whole language’ approach and the outdated ‘searchlight’ approach (in which a repetitive structure is used to support the memorising of whole words, or that encourages guessing words from pictures or other context clues). These methods are inefficient and do not support children effectively as their reading develops.

## **Non-decodable books for sharing**

In addition to practising their independent reading with decodable books, it is vital that children experience a wide range of other quality children’s books that are either read to or with them. These books play an essential role in developing a love of reading. They can be shared or discussed, and provide a stimulus for other activities, including role play, music, art, dance, writing and storytelling.

The important distinction is that these books are being *shared* with the children, but they are using fully phonically decodable books to practise their independent reading.

## How to select fully decodable books

Advice	Notes
<p>Choose books that match the phonic progression of <i>Little Wandle Letters and Sounds Revised</i>.</p>	<p>Decodable readers from different sources follow different phonic progressions.</p> <p>In some instances, it may be possible to rearrange the book order to match the phonic progression of <i>Little Wandle Letters and Sounds Revised</i>.</p> <p>The new progression for <i>Little Wandle Letters and Sounds Revised</i> is provided in the updated material.</p> <p>Ensure that all teachers/teaching assistants know the phonic progression of <i>Little Wandle Letters and Sounds Revised</i>.</p>
<p>Choose books that have a cumulative phonic progression.</p> <p>Ensure the books review and practise GPCs from earlier phases as well as the GPCs the children are currently learning.</p> <p>Do not choose books that contain GPCs the children have not been taught, for example, /ee/ for 'y' in a book with Phase 3 graphemes.</p>	<p>When assessing books, look for a chart that shows progression of the GPCs.</p> <p>Any books matched to Phase 2 or 3 should not include adjacent consonants, except for plurals.</p> <p>Children need to be introduced to blending words with adjacent consonants before they apply this to reading decodable books. This happens at Phase 4.</p>
<p>Choose a series of books that gradually becomes more complex and longer in length.</p>	<p>The length and word count in the books should increase gradually - a sudden increase will mean more cognitive load and could lead to diminished success.</p>
<p>Ensure books include sentences (except for very early books).</p>	<p>In the earliest phases, the text in fully decodable books may not be in full sentences due to the limited number of graphemes covered.</p> <p>Children need to practise reading books with sentences as soon as possible.</p>

Advice	Notes
<p>Make sure the books practise a small number of the new tricky words from <i>Little Wandle Letters and Sounds Revised</i>. Children need to practise these in context so they can become fluent readers.</p> <p>The tricky words must be words already taught in the <i>Little Wandle Letters and Sounds Revised</i> progression, and taught in the same order as the progression.</p> <p>They should be taught in the ‘revisit and review’ part of the reading session before being practised in fully decodable books.</p> <p>Avoid books with too many tricky words, especially in the early phases.</p> <p>The number of tricky words should increase as children progress.</p>	<p>The new progression for <i>Little Wandle Letters and Sounds Revised</i> is provided in the updated material.</p> <p>These are the new tricky words in <i>Little Wandle Letters and Sounds Revised</i>:</p> <p><b>Phase 2:</b> is, I, the, put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be</p> <p><b>Phase 3:</b> was, you, they, my, by, all, are, sure, pure</p> <p><b>Phase 4:</b> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><b>Phase 5:</b> their, people, oh, your, Mr, Mrs, Ms, ask*, our, could, would, should, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye</p> <p>(*These words may not be tricky in some regional pronunciations.)</p>
<p>Do not use books that include non-decodable words, e.g. challenge/topic words.</p>	<p>These books are not fully decodable, and put unnecessary cognitive load on the children, which must be avoided.</p> <p><b>It is a priority that children practise reading words using their phonic knowledge, rather than remembering words or guessing them.</b></p>

Advice	Notes
<p>Choose high quality books which are engaging and link to the children's interests and experiences.</p>	<p>As the books progress, they must provide enough content and depth to support a range of comprehension challenges.</p> <p>It is important to invest in these books as they are the first books with which children practise their emerging reading skills.</p>
<p>Choose books which are easy for a beginner reader to read and navigate.</p> <p>In the early phases, avoid books with too many design features on a page.</p>	<p>Check readability: look for clear font and uncluttered pages.</p>
<p>Choose books which have a simple assessment that matches children's secure phonic knowledge to the correct level.</p>	<p>Look for a chart that shows progression of GPCs so they can easily be matched to the new <i>Little Wandle Letters and Sounds Revised</i> assessments.</p> <p>Ensure that teachers/teaching assistants know the books well and can confidently match them to the children's secure phonic knowledge.</p> <p>Children should be able to read the matched level of books at 90%+ fluency – so they can transfer and apply their phonic knowledge whilst reading the book.</p>

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# Reception

## Matching books to children's secure phonic knowledge

### Matched books for *Collins Big Cat for Little Wandle Letters and Sounds Revised*

Use the termly assessments in conjunction with the **Matching grid** to match each child's secure phonic knowledge in reading words to the appropriate decodable reading book for the next six weeks.

- If children have not met the expected progress in the assessment, use the assessment from the previous term to establish their secure phonic knowledge when reading words.
  - These children must have one-to-one additional daily support.
  - Ensure they are re-assessed after three weeks to see if they are ready to move on.
- If children are making quicker progress in between assessments, you can also use your judgement to move them on to the next level of book. Check the child can read:
  - the GPCs in the book effortlessly
  - the practice words at the front of the book fluently (with little or no overt blending)
  - the tricky words.
- Now ask them to read the first double-page spread. Can they read it without hesitation? If so, then this book is the correct level.

### Autumn 1

- Use wordless books to establish book behaviours, book talk and to grow vocabulary with small groups of children.
- Ensure all children who are not yet blending get additional blending practice in this session.
- From week 3 or 4 onwards, some children in Reception will be ready to practise reading books before the first assessment. Do not hold them back. Children who are blending confidently can read books with the graphemes s a t p i n m d, but with no tricky words.
- Children who are not blending by week 3 need 10 minutes of additional blending practice every day – see the 'Individual and group keep-up teacher's guide' for Reception.

## Matching grid

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Autumn 1	GPCs read without hesitation: s a t p i n m d  Blend these words: sat man	Autumn 2	s a t p i n m d  No tricky words	<b>In cumulative order:</b> Pat it Sit Sip Nap Sit Sit Tip, Sip, Nap Pat a Pan Sit Tip Pat
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l  Blend these words: sat man hug red		s a t p i n m d  -s for plurals and present tense verbs	Sit in! Tap it Tad! A Dip Pip!
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l  Blend these words: sat man hug red peck		g o c k c k  Tricky words: and is the	Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop
Autumn 2	GPCs read without hesitation: a e i o u g d b f f l l s s c k  Sound out and blend at least five words.	Spring 1	e u r h  Tricky words: is I the put pull full as and his has her  b f f l l s s  Tricky words: is I the put pull full as and his has her	<b>In cumulative order:</b> Pots, Cans, Cups! Rag Duck Duck Socks Bad Luck, Dad Nell and Tess Up and Off
	GPCs read without hesitation: j v w x y z z z q u c h s h t h n g n k  Sound out and blend at least seven words.		j v w x y z z z q u c h s h t h n g n k  Tricky words: I the put pull full and her no go to into she push he of we me be	Hush! Fix it, Fox  Jazz and Jet Ding Dong Dash to Dig Cubs Jig and Jog Buzz, Hop, Zip Will it sink? Big Mud Run

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
<b>Spring 1</b>	<p>GPCs read without hesitation: ai ee igh oa oo <b>oo</b> ar or ur ow oi ear air er</p> <p>Sound out and blend 12 words.</p>	<b>Spring 2</b>	<p>ai ee igh oa oo <b>oo</b> ar or ur ow oi ear air er</p> <p>Words with double letters: dd mm tt bb rr gg pp nn cc</p> <p>Longer words, e.g. magnet lemon</p> <p>Compound words, e.g. carpark</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p><b>Read these in any order:</b></p> <p>Pink Boat, Pink Car Finn Feels Better A Job for the Dog I Look for Mark Jack and Zain Get Set for Fun It is a Fox Rock Pools Down to Up Odd Fish!</p>
<b>Spring 2</b>	<p>All GPCs read without hesitation.</p> <p>Sound out and blend 12 words.</p>	<b>Summer 1</b>	<p>ai ee igh oa oo <b>oo</b> ar or ur ow oi ear air er</p> <p>Words with more than one digraph, e.g. shimmer</p> <p>Longer words, e.g. fantastic helmet</p> <p>Compound words, e.g. earring popcorn</p> <p>Words ending in -ing, e.g. chatting waiting</p> <p>Words ending in -es, e.g. torches</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p><b>Read these in any order:</b></p> <p>Aimee and the Tablet Lee and the Box Nipper and Gull The Hopper The Power Cut In the Dark Woods Down the River Food on the Farm Owls in the Night It is Hidden</p>

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
<b>Summer 1</b>	<p>Sound out and blend: seven+ words.</p> <p>Read five words automatically.</p> <p>A total of at least 12 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<b>Summer 2</b>	<p>Adjacent consonants and short vowels</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p><b>Read these in any order:</b></p> <p>The Foolish, Timid Rabbit  Tickets!  Scrap Rat  Snug in the Tent  Crick and Crock  Have Lunch  Thumper  How the Ear Can Hear  Stunt Jets  Good Things from Farms  Track a T-Rex  Strong Trucks  From the Top</p>
<b>Summer 2</b>	<p>Sound out and blend: seven+ words.</p> <p>Read five words automatically.</p> <p>A total of at least 12 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<b>These books will be read in Year 1</b>	<p>Adjacent consonants and long vowels</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p><b>Read these in any order:</b></p> <p>Eggs on Toast  Dragon in the Jam  The Monster on the Train  Zebra's Tent  The Chicken Coop  Scoop  I Love it!  Harper and the Big Dog  Spook Night  A Year in Japan  Stunning Stunts  Extinct Monsters  How to Spot an Otter  It's Freezing Out!  Train to Win  Maps  Storms</p>

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# Year 1

## Matching books to children's secure phonic knowledge

### Matched books for *Collins Big Cat for Little Wandle Letters and Sounds Revised*

- Use the termly assessments in conjunction with the **Matching grid** to match each child's secure phonic knowledge in reading words to the appropriate decodable reading book for the next six weeks.
- If children have not met the expected progress in the assessment, use the assessment from the previous term to establish their secure phonic knowledge when reading words.
  - These children must have one-to-one additional daily support.
  - Ensure they are re-assessed after three weeks to see if they are ready to move on.
- If children are making quicker progress in between assessments, you can also use your judgement to move them on to the next level of book. Check the child can read:
  - the GPCs in the book effortlessly
  - the practice words at the front of the book fluently (with little or no overt blending)
  - the tricky words.
- Now ask them to read the first double-page spread. Can they read it without hesitation? If so, then this book is the correct level.

### Autumn 1 and 2

- Use the books identified by the Reception Summer 2 assessment. Most children will be reading books with Phase 4 words, either adjacent consonants and short vowels or adjacent consonants and long vowels.
- The *Collins Big Cat for Little Wandle Letters and Sounds Revised* Phase 4 books with adjacent consonants and short vowels are:
  - The Foolish, Timid Rabbit
  - Tickets!
  - Scrap Rat
  - Snug in the Tent
  - Crick and Crock Have Lunch
  - Thumper
  - How the Ear Can Hear
  - Stunt Jets
  - Good Things from Farms
  - Track a T-Rex
  - Strong Trucks
  - From the Top

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- The *Collins Big Cat for Little Wandle Letters and Sounds Revised* Phase 4 books with adjacent consonants and long vowels are:
    - Eggs on Toast
    - Dragon in the Jam
    - The Monster on the Train
    - Zebra's Tent
    - The Chicken Coop Scoop
    - I Love it!
    - Harper and the Big Dog
    - Spook Night
    - A Year in Japan
    - Stunning Stunts
    - Extinct Monsters
    - How to Spot an Otter
    - It's Freezing Out!
    - Train to Win
    - Maps
    - Storms
  - Do not use books with Phase 5 GPCs this term as they have not yet been taught. The books the children are reading should increase their reading stamina and fluency, ensuring that they are confident and ready to read books with the Phase 5 GPCs they have learned in Autumn 2.

## Matching grid

Term of assessment Autumn 1	Term child reads the books Autumn 2	
Assessment results	Child can read books containing the following	
<p>All GPCs read without hesitation.</p> <p>Sound out and blend eight+ words.</p> <p>Read five words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Adjacent consonants and long vowels</p> <p><b>From week 4: Phase 5 Set 1 GPCs</b>            /ai/ ay play            /ow/ ou cloud            /oi/ oy toy            /ee/ ea each            /ur/ ir bird            /igh/ ie pie            /oo/ /yoo/ ue blue            rescue            /yoo/ u unicorn</p>	<p><b>Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised</b></p> <p><b>Phase 4 tricky words</b>            I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p> <p><b>Phase 5 Set 1 tricky words</b>            I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p> <p>Eggs on Toast            Dragon in the Jam            The Monster on the Train            Zebra's Tent            The Chicken Coop            Scoop            I Love it!            Harper and the Big Dog            Spook Night            A Year in Japan            Stunning Stunts            Extinct Monsters            How to Spot an Otter            It's Freezing Out!            Train to Win            Maps            Storms</p> <p><b>From week 4: Phase 5 Set 1</b>            Not in Otter's Pocket            The Elf and the Bootmaker            Dragon Owner's Manual            Blackcurrant Jam            Super Sharks            Animal Tricks: Sticking Power</p>

Term of assessment Autumn 2	Term child reads the books Spring 1	
Assessment results	Child can read books containing the following	Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p><b>Set 1 GPCs</b>            /ai/ ay play            /ow/ ou cloud            /oi/ oy toy            /ee/ ea each            /ur/ ir bird            /igh/ ie pie            /oo/ /yoo/ ue blue            rescue            /yoo/ u unicorn</p> <p><b>Set 2 GPCs</b>            /oa/ o go            /igh/ i tiger            /ai/ a paper            /ee/ e he            /ai/ a-e shake            /igh/ i-e time            /oa/ o-e home            /oo/ /yoo/ u-e rude cute            /ee/ e-e these            /oo/ /yoo/ ew chew new            /ee/ ie shield            /or/ aw claw</p>	<p><b>Set 1 tricky words</b>            I the put pull full no go            to into she push he of            we me be was you they            my by all are sure pure            said so have like some            come love do were here            little says there when            what one out</p> <p><b>Set 2 tricky words</b>            the put pull full to into            push of was you they            my by all are sure pure            said have some come            love do were here little            says there when what            one their people oh your            Mr Mrs Ms ask could            would should our house            mouse water want</p> <p>Finish <b>Phase 5 Set 1</b>            if not already completed            in Autumn 2.</p> <p>Not in Otter’s Pocket            The Elf and the            Bootmaker            Dragon Owner’s            Manual            Blackcurrant Jam            Super Sharks            Animal Tricks: Sticking            Power</p> <p><b>Phase 5 Set 2</b>            Let’s Pretend!            Iris’s Wild Ride            Jake and Jen in the            Balloon of Doom            Wild Homes            This is our Planet            Be a Cave Explorer!</p>

Term of assessment Spring 1	Term child reads the books Spring 2	
Assessment results	Child can read books containing the following	
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p><b>Set 3 GPCs</b></p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p><b>Set 3 tricky words</b></p> <p>the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work</p>
	<p><b>Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i></b></p>	
	<p><b>Set 3</b></p> <p>Don't Blame Me! The Stone Shadows Watch Out, Nebit! How to Draw Cat and Dog Show Time! Welcome to My Home!</p>	

Term of assessment <b>Spring 2</b>	Term child reads the books <b>Summer 1 and 2</b>		
<b>Assessment results</b>	<b>Child can read books containing the following</b>		<b>Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i></b>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend nine+ words.</p> <p>Read eight words automatically.</p> <p>A total of at least 17 words must be read correctly.</p> <p><b>Summer 1</b> This assessment is used to check progress for the Phonics screening check. continue to use the books listed for Summer 1 and 2 for all children who were successful in the Spring 2 assessment.</p>	<p><b>Set 4 GPCs</b> /ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze  (*Dependant on regional accent.)</p>	<p><b>Set 4 tricky words</b> the to into of they are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye</p>	<p><b>Set 4</b> Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe's Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Loch Ness Mystery</p>

Term of assessment Summer 2	Term child reads the books Year 2 Autumn 1	
Assessment results	Child can read books containing the following	
	Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>	
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p><b>Set 5 GPCs</b>                      /ai/ eigh aigh ey ea                      eight straight grey                      break                      /n/ kn gn knee gnaw                      /m/ mb thumb                      /ear/ ere eer here deer                      /zh/ su si treasure                      vision                      /j/ dge ge bridge large                      /i/ y crystal                      /sh/ ti ssi si ci potion                      mission mansion                      delicious                      /or/ augh our oar ore                      daughter pour oar                      more</p>	<p><b>Set 5 tricky words</b>                      the to into of are sure                      pure said do were here                      says there what one                      their people oh your Mr                      Mrs Ms our any many                      who whole two thought                      through friend work                      once laugh because eye                      busy beautiful pretty                      hour move improve                      parents shoe</p>
		<p><b>Set 5</b>                      The Dragon King's Daughter                      The Knight Who Could Knit                      The Shy Monster                      The Great Fire of London                      Poles Apart                      Reptiles Break Rules</p>