

## Book Matching

At Braunston School we provide our pupils with a book that has been carefully matched to both their phonics ability and reading fluency. We read these books in school during the week and then the children will take their book home to read independently.

This guidance explains what we mean by this.

## Book-matching Guidance

### Why?

When a pupil can read a book without struggling to decode and understand the words it contains, they will discover the joy of reading independently. A teacher's role is to provide pupils with books they can take away and read with increasing fluency on their own, so that pupils are confident and develop positive attitudes to reading from the very start.

### Fluency

A pupil reads fluently if they are able to read 95% of the words in a book without sounding out or struggling to blend sounds. They are able to read with some expression that reflects their understanding and they read at a speed which aids comprehension. This may not be the case when a book is *first* issued, but will develop once the pupil has read the book two and three times.

### General principles:

- Pupils must have a book to read at home which contains the phonic knowledge that they have already learned and can apply with confidence.
- These books should not contain letter correspondences the pupils are in the process of learning as they may not yet be confident in applying this knowledge when blending.
- A reading book may need to be matched on a pupil-by-pupil basis; the book given to a pupil may be a book from a phonics band that is earlier than the content of pupil's current phonics sessions or it could be a book from the same band, but only if the pupil can read the large majority of words fluently.

### A book is matched well when:

- a pupil can read common exception words (CEW) fluently. The pupil will recognise CEWs and not attempt to sound out and blend the letters.
- **on first reading** a book, a pupil can read the majority of the words without sounding out and oral blending (Fred-talk); for a minority of words (40% or less), the pupil will sound out loud and orally blend.
- **on the second read**, pupils use their phonics knowledge by moving from blending orally to mentally in their heads (Fred-in-head). Typically, pupils will be able to confidently read a larger majority of words.
- **by the third read**, the pupil is able to read 95% of the words fluently. If this is not the case, the book is too difficult.
- words already encountered in the book and read accurately, are remembered by the pupil.



### Pre-blending

Pupils who cannot yet blend fluently should not be independently reading phonics books (with full sentences) as they will struggle to decode the sounds and make sense of what they are reading. Instead, they should be provided with pre-blending material (sound reading activities) or books with single words through which they can practise blending sounds to form words.

### *Moving pupils on*

A pupil needs a more challenging book when their reading is flawless and effortless. If pupils read the same book for too long, they will memorise its contents and will no longer need to use their phonics knowledge to read. It is therefore important to make sure pupils' reading books are checked and changed regularly (1:1 with a trained adult) to ensure that the books they take home are suitable.

### *Moderating book-matching*

Leaders check on a regular basis, that books are matched accurately to pupils' phonics knowledge. They do this by reading with a sample of pupils. For pupils who have completed our phonics programme, we check to make sure that books are matched to their reading ability.

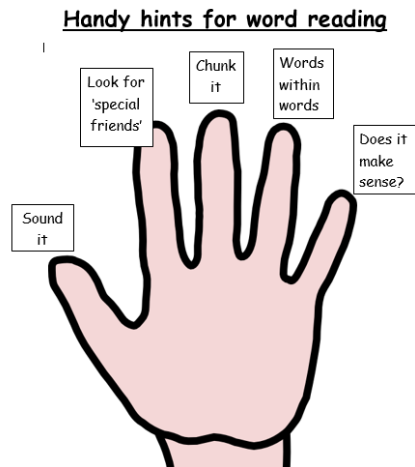
### *Communicating with parents*

It is important that parents are aware of the purpose of their child's home reading books (i.e. to support reading fluency and to build confidence and self-esteem as a reader). Some parents may expect pupils to 'race' through the reading levels and so may need to be provided with guidance as to why pupils need to read the same book several times.

### *Other reading materials*

#### *Books to share*

Our pupils will also bring home a book from our 'books to share' shelf. These books come from a range of book schemes that we have grouped together into colour bands to help develop reading progression through Reception, year 1 and year 2. These books should be re-read to gain fluency. We expect to hear some sound-blending or 'Fred talk' during the first read (p-l-ay, ch - ur - ch) and hope to hear less sounding during a subsequent read. Many children do this by sounding in their head and then saying the whole word aloud. We call this 'Fred in your head'. For more information see our phonics information on the school website.



### *Reading for pleasure*

Children will also bring home a book of their choice. This will be chosen from our school or class library. It can be read by them or to them by another member of the family.