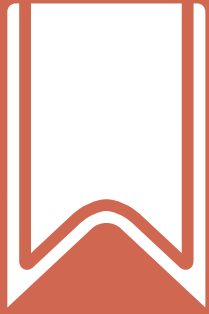


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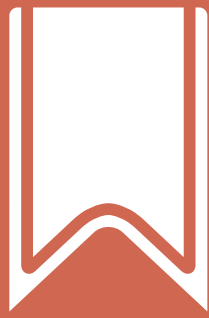
What is a decodable
book?





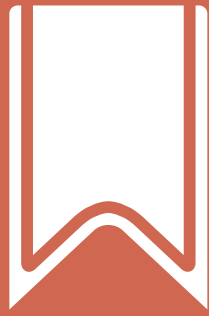
A decodable book is one that is made up of words in which the very large majority can be read independently as the letters and sounds have been previously taught.

It will be very closely matched to the stage children are working at in Phonics.



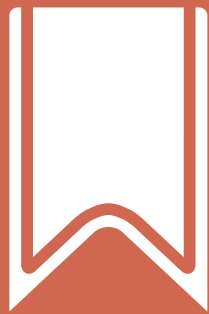
For children in Reception and starting to learn Phonics it will contain simple CVC words like 'sat', 'pat' and tricky words 'I' and 'the'.

For children working in Phase 5 the book will contain words made up of alternative graphemes like 'ou', 'ie' and split digraphs.



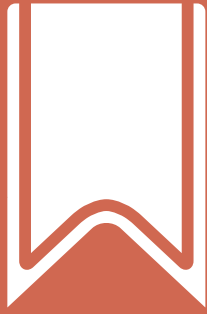
There is a huge emphasis on Schools sending home decodable books matched to the stage children are working at.

The National Curriculum states children should be taught to:
'read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'



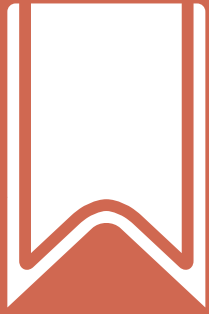
The Reading Framework published in July 2021 also states that:

'A systematic Phonics programme includes sufficient decodable books or texts, so that children can practise, at School and at home, their increasing knowledge of GPCs and their blending skill in meaningful contexts'



Why decodable books?

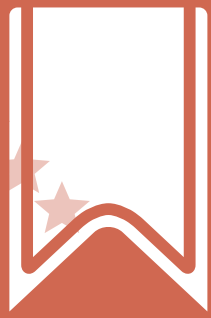
1. They make children feel successful and learn to use phonic strategies as the prime approach to reading.
2. As soon as children have learnt a small number of letters and their corresponding sounds they can begin to apply this knowledge in their reading including reading words they've never seen before.
3. They provide the opportunity to revisit and review previously taught knowledge.
4. They encourage independence in reading.



As an example...

A Reception child confident in identifying Phase 3 graphemes and saying the corresponding sounds, for example 'sh', 'ar', 'oo' and 'th', can segment and blend words that contain them and can recognise the Phase 2 and 3 tricky words (the, she, we etc)

will struggle to apply their developing phonic knowledge if they receive a book like this...



Book 1

words not pitched at the correct level
for the child are crossed out.

~~What does a bird like to eat?~~

A ~~bird~~ likes to eat ~~worms~~.

~~What does a giraffe like to eat?~~

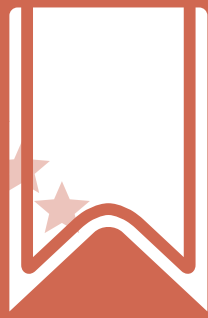
A ~~giraffe~~ likes to eat ~~leaves~~.

~~What does a seal like to eat?~~

A ~~seal~~ likes to eat ~~fish~~?

~~What do you like to eat?~~

Example taken from The Reading Framework, DfE, 2021



Book 2

Decodable book matched to the
level the child is working.

Look up! A ship!

Will it land?

Yes. Let's run and see it.

A thing with three legs and six
arms got off.

Can we get in?

Up, up, up we went on a trip
to a far planet.

Example taken from The Reading Framework, DfE, 2021



How can I support my child to read a decodable book at home?

1. Have a quick read of the book first so that you are familiar with the story, can ask appropriate questions and prompt suspense.
2. Look together at the graphemes and tricky words the book contains before you read it (normally found either on the back or inside the front cover)
 2. Encourage your child to use their phonic knowledge and 'sound out' the words.
 3. Encourage your child to place their finger underneath the word they are trying to read to stop them getting lost.
 4. If they are struggling with a word model segmenting and blending it yourself.