

PRIMARY EXCELLENCE



PARTNERSHIP

Reading Strategy



Blackhorse Primary School Edition

Written by Anna Phillips (English Lead Blackhorse Primary School) & Gemma Leech (English Lead Emersons Green Primary School), with support from Christopher Such & published schemes. Content is the intellectual property of the authors and is for internal school use only.

Contents

1. Strategy Overview

2. Systematic Synthetic Phonics

2a. Unlocking Letters and Sounds

3. Fluency

3a. Accuracy and Automaticity

3b. Prosody

4. Vocabulary

4a. Morphology and Etymology

4b. Implicit and Explicit Vocabulary Teaching

5. Comprehension

5a. Book Bands

5b. VIPERS

5c. TESTBASE

6. Enjoyment

7. Teaching Strategies

7a. Fluency Reading

7b. Extended Reading

7c. Close Reading

7d. Teachers reading aloud

7e. Reading across the curriculum

8. Interventions

8a. Quality First Teaching

8b. Phonics Interventions

8c. Fluency Interventions

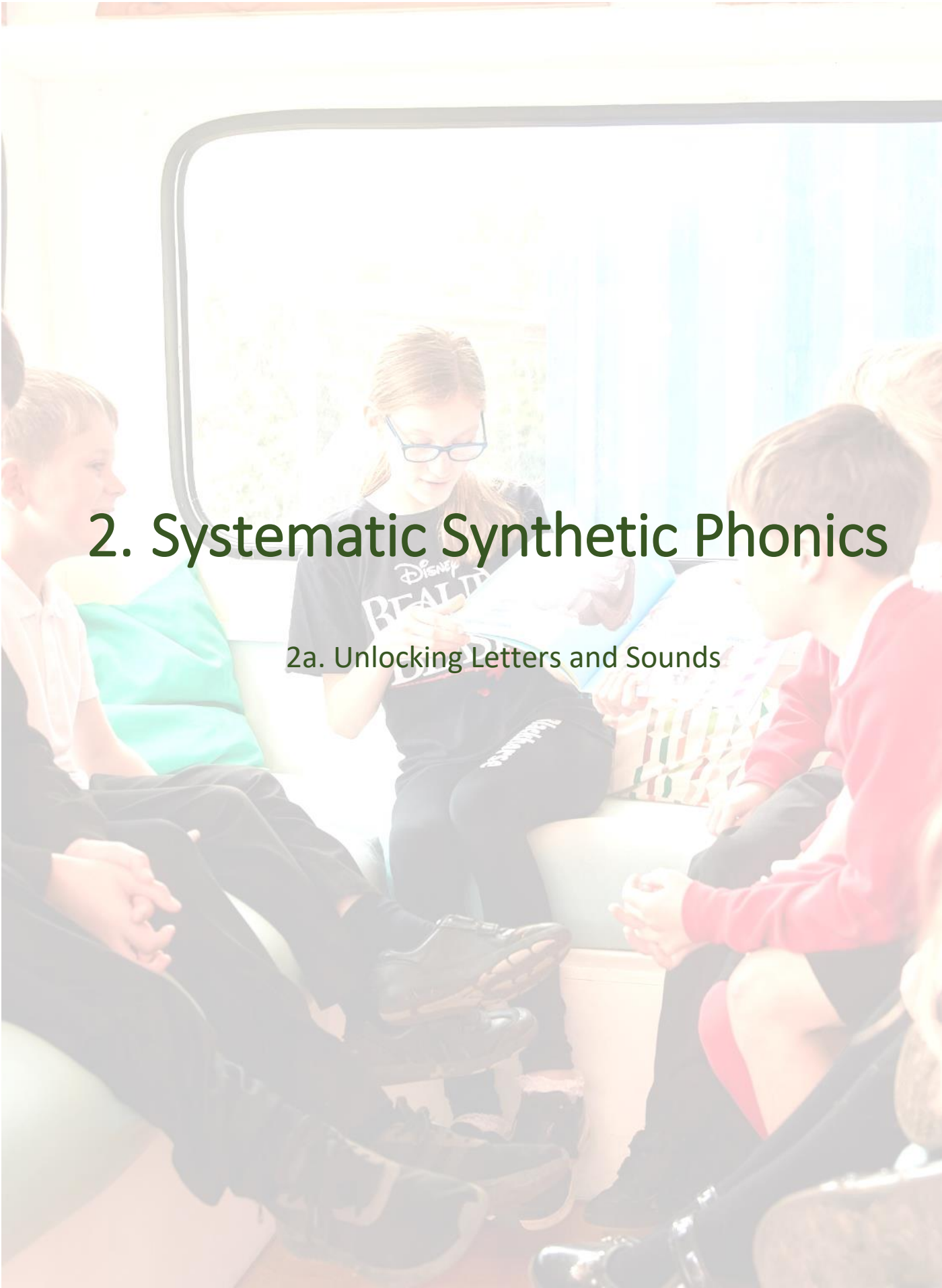
8d. Other Interventions

Written by Anna Phillips (English Lead Blackhorse Primary School) & Gemma Leech (English Lead Emersons Green Primary School), with support from Christopher Such & published schemes. Content is the intellectual property of the authors and is for internal school use only.

A photograph of three children sitting on a light-colored sofa in a bright room with large windows. A girl in the center, wearing glasses and a dark t-shirt with 'Disney BEALD' and 'BLIDE' printed on it, is holding and reading a large, colorful book. She is looking down at the book. To her left, a boy in a white shirt and dark trousers is looking towards her. To her right, another boy in a red sweater and dark trousers is also looking at the book. The room has large windows in the background showing a view of trees and a building. The text '1. Strategy Overview' is overlaid in the center of the image.

1. Strategy Overview

PRIMARY EXCELLENCE PARTNERSHIP		Book Bands	Phonics Teaching		Fluency			Vocabulary			Reading Hats		Comprehension		Enjoyment	Strategies																			
					Accuracy (Grapheme Phoneme Correspondence GPCs)	Automaticity (Book band level/ wpm)	Prosody (Fluency Rubric)	Morphology/ Etymology	Word Reading (Harder to Read Words/Common Exception Words)		Implicit and Explicit Vocabulary Teaching (Black Hat and Word Aware)		Reading Hats	VIPERS questions	Book Band (Questions from BM)	NFER/ Test Base																			
			BH	EG					BH	EG	Implicit Vocabulary- define and practise words as they are encountered in the text.		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		85% accuracy on comprehension questions at book band level for Year and Term (Bench marking)																				
Year 6	SECURING READING	T2	Ph 2	Daily Phonics Phase 2	44	40	0-4	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.	15	23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		Scaled Score of 100 on past SATs papers, NFER tests of Test Base tests	I can talk about my favourite book and explain why I like it to my teacher.	Phonics and Echo Reading																		
		T4	Ph 3	Daily Phonics Phase 3	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can confidently pick a book from the shelf that I might like to read.	I can discuss different genres, plots, characters, themes in the books I read and talk about the ones I like.	I can recommend a wide range of books to my peers and explain why they might like them.
		T6	Ph 4	Daily Phonics Phase 5	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can recommend books to my friends based on genre and plot.		
Year 5	SECURING READING	T2	Ph 5 (i)	Daily Phonics Phase 5 GPCs	70	74	0-4	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.	15	23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		Scaled Score of 100 on past SATs papers, NFER tests of Test Base tests	I can talk about my favourite book and favourite character in a book and explain why with my peers.	Guided Fluency x 5																		
		T4	Ph 5 (ii)	Daily Phonics Phase 5	98	123	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can pick a book that I might like to read from the shelf and explain why I have chosen it.	I can talk about my favourite genre of books and why I like them.	I can talk about a favourite author.
		T6	Ph 5	Daily Phonics Phase 5	197	123	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can explain why I have picked a book from the shelf and why I might like it.		
Year 4	DEVELOPING READER	T2	Turquoise	Daily Phonics Ph 5	44	40	0-4	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.	15	23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		Scaled Score of 100 on past SATs papers, NFER tests of Test Base tests	I can explain why I have picked a book from the shelf and why I might like it.	Fluency x2 Extended/Comprehension x1 Close x1																		
		T4	Purple	Sound families & alternative Graphemes.	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can talk about my favourite genre of books and why I like them.	I can talk about a favourite author.	
		T6	Gold	Sound families & alternative Graphemes.	197	123	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can pick a book that I might like to read from the shelf and explain why I have chosen it.		I can talk about my favourite genre of books and why I like them.
Year 3	DEVELOPING READER	T2	White	Phonics starters to recap	44	40	0-4	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.	15	23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		Scaled Score of 100 on past SATs papers, NFER tests of Test Base tests	I can explain why I have picked a book from the shelf and why I might like it.	Fluency x2 Extended/Comprehension x1 Close x1																		
		T4	Lime	Phonics starters to recap	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can talk about my favourite genre of books and why I like them.	I can talk about a favourite author.	
		T6	Brown	Phonics starters to recap	197	123	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can pick a book that I might like to read from the shelf and explain why I have chosen it.		I can talk about my favourite genre of books and why I like them.
Year 2	DEVELOPING READER	T2	Turquoise	Daily Phonics Ph 5	44	40	0-4	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.	15	23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		Scaled Score of 100 on past SATs papers, NFER tests of Test Base tests	I can explain why I have picked a book from the shelf and why I might like it.	Fluency x2 Extended/Comprehension x1 Close x1																		
		T4	Purple	Sound families & alternative Graphemes.	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can talk about my favourite genre of books and why I like them.	I can talk about a favourite author.	
		T6	Gold	Sound families & alternative Graphemes.	197	123	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can pick a book that I might like to read from the shelf and explain why I have chosen it.		I can talk about my favourite genre of books and why I like them.
Year 1	EARLY READER	T2	Ph 2	Daily Phonics Phase 2	44	40	0-4	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.	15	23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		Scaled Score of 100 on past SATs papers, NFER tests of Test Base tests	I can explain why I have picked a book from the shelf and why I might like it.	Fluency x2 Extended/Comprehension x1 Close x1																		
		T4	Ph 3	Daily Phonics Phase 3	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can talk about my favourite book and favourite character in a book and explain why with my peers.	I can talk about a favourite author.	
		T6	Ph 4	Daily Phonics Phase 5	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can pick a book that I might like to read from the shelf and explain why I have chosen it.		I can talk about my favourite genre of books and why I like them.
EYFS	EARLY READER	T2	Ph 2	Daily Phonics Phase 2	44	40	0-4	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.	15	23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.		Scaled Score of 100 on past SATs papers, NFER tests of Test Base tests	I can explain why I have picked a book from the shelf and why I might like it.	Fluency x2 Extended/Comprehension x1 Close x1																		
		T4	Ph 3	Daily Phonics Phase 3	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can talk about my favourite book and favourite character in a book and explain why with my peers.	I can talk about a favourite author.	
		T6	Ph 4	Daily Phonics Phase 5	50	52	18		44	36	48	20	24	40				48	60	66	14	14	28	42	41	66	14	14	28	42	41	66	I can pick a book that I might like to read from the shelf and explain why I have chosen it.		I can talk about my favourite genre of books and why I like them.

A young girl with glasses and a dark t-shirt is sitting on a light-colored sofa, reading a book. She is looking down at the book. Two young boys are sitting on either side of her, looking at the book. The boy on the left is wearing a white shirt and dark trousers. The boy on the right is wearing a red sweater and dark trousers. They are all sitting on a light-colored sofa. In the background, there is a large window with blue and white striped curtains. The scene is brightly lit, suggesting it is daytime.

2. Systematic Synthetic Phonics

2a. Unlocking Letters and Sounds

2a. Unlocking Letters and Sounds



At Blackhorse we follow the Unlocking Letters and Sounds approach for teaching Phonics. This is a DfE validate SSP. Unlocking Letters and Sounds outlines *Six Keys to Success* that we adhere to rigorously. They are:

1. Fidelity and Consistency

- Unlocking Letters and Sounds should be followed with rigour and fidelity, taught following the pre-set progression. This will ensure consistency across the school.

2. Highly Valued

- Reading is highly valued by the head teacher and all school staff.
- Learning to read is a priority and underpins the entire curriculum.

3. Quality CPD and coaching

- All staff, including the head teacher and senior leaders, have been trained in Unlocking Letters and Sounds by an accredited trainer.
- The teaching of phonics is monitored regularly to ensure that is of a high standard and that there is consistency across the school. Teachers are regularly coached to help them improve their teaching of reading.

4. Expert Staff

- All staff are involved in the teaching and/or monitoring of phonics.
- Direct whole-class teaching of high-quality phonics takes place daily. Staff follow the programme's progression and know where children are expected to be by the end of each year.

5. Strong Leadership

- Senior leaders recognise what strong practice looks like and how to empower staff to improve their teaching.

6. Daily Story Times

- Staff read to children every day to develop a love of reading and to expose children to quality texts with ambitious vocabulary.
- Children are exposed to a breadth of texts, including non-fiction, poetry and a range of genres.

Progression

At Blackhorse, we begin to teach phonics to the children in Reception as soon as they are full time. All pupils in Reception, Year 1 and Year 2 have a daily phonics lesson which helps children to learn their sounds for reading and writing. The Unlocking Letters and Sounds progression is clearly structured to teach

sounds systematically, ensuring swift progression and inbuilt opportunities for revision to consolidate learning.

The detailed progression for Unlocking Letters and Sounds shows the GPCs and CEW that are taught on a week-by-week basis. You can see a summary progression, covering what is learned by the children on a term-by-term basis.

Teaching Sequence

At Blackhorse, we follow a clear teaching sequence that is present in all phonics lessons. This sequence is clearly set out in the **Unlocking Letters and Sounds** guidance.

Revisit: Children will revisit previously taught GCPs, letter names and CEWs.

Teach: Children will be explicitly taught new learning, e.g. new GPC and/or CEW.

Practise: Children will practise reading and spelling words that include the taught letters.

Apply: Children will practise reading or writing sentences that uses new and previously taught learning.

Revise: Children will go over the new learning for that day. This is an opportunity for teachers to monitor learning and address misconceptions.

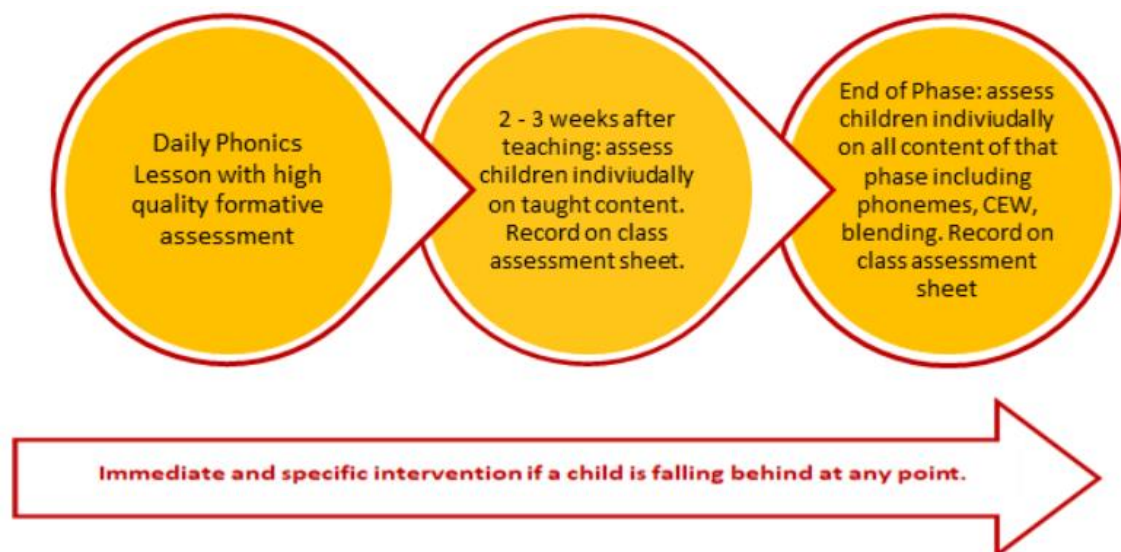
Guided Reading

Alongside daily phonics lessons, children practise their reading skills through daily reading practise and reading lessons using fully-decodable reading books.

Unlocking Letters and Sounds includes a week-by-week book matching chart and full planning for group reading sessions (for Phases 2 to 5), using the Ransom Reading Stars Phonics readers. Each session gives opportunities to teach and practise decoding, fluency and prosody, with every child having at least one guided reading session a week.

Assessment

Expert assessment sits at the heart of teaching. When used well, evidence shows it has the power to accelerate children's learning more than any other tool available to teachers.



At Blackhorse we use formative and summative assessment to ensure all children are keeping up rather than catching up on their reading journey.

Formative assessment in the lessons takes many forms:

Where the learner is going:

Clarifying understanding and sharing - teachers have a clear understanding of the steps in learning children will take and how each lesson is part of that journey. Children understand what they are learning in each lesson or session and are able to link this to prior learning.

Where the learner is:

Engineering effective classroom discussions, tasks and activities that elicit evidence of learning - teachers involve as many children as possible which leads to the need for good questioning routines and good knowledge-check routines where the ratio of child involvement is high and the information received has a good diagnostic component.

Strategies include: clear and concise modelling, whole class response, cold calling, my turn-your turn, echo reading, pinpoint children who are slower to respond or depend on others and use additional adults to support.

How to get there:

Providing feedback that moves learners forward - feedback is focused on improving children's learning and early reading skills. It includes opportunities to:

- Rehearse or repeat- practise again and again to master the skill
- Revisit and respond- practise by answering similar questions
- Relearn and retest- ensure children have learned and remembered previously taught content.

Unlocking Letters and Sounds Assessment and Intervention Cycle

There will be a weekly phonics assessment (Monday afternoon). The initial assessment will ask children to recognise GPCs and CEWS, which have been taught 2 weeks previously, and blend them to read words. The following 2 assessment points will focus on assessing the gaps before the cycle continues again. See below:

Week 1 – Assess GPCs, Common Exception Word and blending to read words that have been taught 2 weeks previously.

Week 2 – Assess any gaps the children have

Week 3 – Assess any gaps the children have

Week 4 – Assess GPCs, Common Exception Word and blending to read words that have been taught 2 weeks previously.

Week 5 – Assess any gaps the children have

Week 6 – Assess any gaps the children have

The assessment will be updated on the paper sheet and the Excel document. The assessment will alternate between checking the acquisition of new sounds and checking for previous gaps.

Teachers are responsible for setting up the 'Weekly Phonics Intervention Plan', based on the most recent assessment. These will be amended weekly.

At the end of each short term, a sheet of GPCs/CEW that have been taught and assessed is sent home. Including on the sheet is whether the children can blend these phonemes in words and GPCs/CEWs that children do not know are highlighted to practise.

Addressing common gaps

If there are more than 6 children with the same gap across the year group, the lesson should be retaught to those children (redo the 'teach', 'practise' and 'apply' for the blending parts of the lesson only, not the segmenting) by a teaching assistant. This can be written on the 'Weekly Phonics Intervention Plan'.

If there are more than 8 children within a class who have the same gap, the lesson needs to be retaught to the whole class in an afternoon session (redo the 'teach', 'practise' and 'apply' for the blending parts of the lesson only, not the segmenting).



Unlocking Letters and Sounds Progression

The progression used in **Unlocking Letters and Sounds** largely follows the progression contained in *Letters and Sounds 2007*, with some modifications based upon:

- a decade of experience of teaching using *Letters and Sounds* in schools
- feedback from schools who have been trialling the **Unlocking Letters and Sounds** programme
- refinements and clarifications of learning elements omitted from *Letters and Sounds*
- updated guidance, including requirements from the National Curriculum

The progression is structured broadly to follow Phases 2 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development. The phases are organised as follows:

- Phase 2
- Phase 3
- Phase 3 Mastery
- Phase 4
- Phase 4 Mastery
- Phase 4 Revision (Including NC Y1 requirements)
- Phase 5a)
- Phase 5a) Mastery (Including NC Y1 requirements)
- Phase 5b)
- Phase 5c)
- Phase 5a) Spellings recap and 5b) Mastery
- Phase 5c) Mastery

Year group	Week (Term)	Week (Phase)	Phase	GPCs taught	CEW taught
Preschool	-		One	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	1	1	Two	s a t p	
Reception Autumn Term 1	2	2	Two	i n m d	
Reception Autumn Term 1	3	3	Two	g o c k	Read: the
Reception Autumn Term 1	4	4	Two	c k e u r	Read: to, into
Reception Autumn Term 1	5	5	Two	h b f f	Read: no, I

Reception Autumn Term 1	6	6	Two	I ll ss Read words with -s ending	Read: go
Reception Autumn Term 2	1	1	Three	j v w x	Read: me
Reception Autumn Term 2	2	2	Three	y z zz qu	Read: we, be Write: the, into, go, to
Reception Autumn Term 2	3	3	Three	ch sh th (voiced and unvoiced) ng	Read: he, she
Reception Autumn Term 2	4	4	Three	ai ee igh oa	Read: was, you Write: I, no
Reception Autumn Term 2	5	5	Three	oo ar or ur	Read: they, all
Reception Autumn Term 2	6	6	Three	Read words containing -ing endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	
Reception Spring Term 1	1	7	Three	ow oi ear air	Read: are, my
Reception Spring Term 1	2	8	Three	ure er Reading and spelling words containing digraphs and trigraphs	Read: her
Reception Spring Term 1	3	9	Three	Assess and review Phase 3 work	
Reception Spring Term 1	4	1	Three (Mastery)	Revisit GPCs and CEW: j v w x, me	Revisit: me
Reception Spring Term 1	5	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu, we, be	Revisit: we, be
Reception Spring Term 1	6	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng he, she	Revisit: he, she
Reception Spring Term 2	1	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa, was, you	Revisit: was, you

Reception Spring Term 2	2	5	Three (Mastery)	Revisit GPCs and CEW: oo ar or ur they, all	Revisit: they, all
Reception Spring Term 2	3	6	Three (Mastery)	Revisit GPCs and CEW: ow ol ear air , are, my	Revisit: are, my
Reception Spring Term 2	4	7	Three (Mastery)	Revisit GPCs and CEW: ure er , her	Revisit: her
Reception Spring Term 2	5	8	Three (Mastery)	Assess and review Phase 3 work	
Reception Spring Term 2	6	9	Three (Mastery)	Assess and review Phase 3 work	
Reception Summer Term 1	1	1	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: said, have Write: he, she, we, me, be
Reception Summer Term 1	2	2	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: like, so, do Write: was, you
Reception Summer Term 1	3	3	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: some, come Write: they, all, are
Reception Summer Term 1	4	4	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: were, there Write: my, her
Reception Summer Term 1	5	5	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed endings with no change to the root word	Read: little, one
Reception Summer Term 1	6	6	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ing endings with no change to the root word	Read: when, out, what
Reception Summer Term 2	1	1	Four (Mastery)	CVCC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: said, have
Reception Summer Term 2	2	2	Four (Mastery)	CCVC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: like, so, do
Reception Summer Term 2	3	3	Four (Mastery)	Teach blending of polysyllabic CVCC and CCVC words	Revisit: some, come

Reception Summer Term 2	4	4	Four (Mastery)	Teach blending of CCVCC words	Revisit: were, there
Reception Summer Term 2	5	5	Four (Mastery)	Teach blending of CCVCC and polysyllabic CCVCC words	Revisit: little, one
Reception Summer Term 2	6	6	Four (Mastery)	Teach blending of CCCVCC words	Revisit: when, out, what
Year 1 Autumn Term 1	1	1	Four (Revision plus Y1 NC requirements)	Revise Phase 4 Teach adding -s and -es as a plural marker for nouns Teach adding -s and -es as a third person singular marker for verbs Revisit blending of words where -s and -es are added	
Year 1 Autumn Term 1	2	2	Four (Revision plus Y1 NC requirements)	Revise Phase 4 Teach adding the suffix -ing to verbs	
Year 1 Autumn Term 1	3	3	Four (Revision plus Y1 NC requirements)	Revise Phase 4 Teach adding the suffix -ed to verbs Teach adding the suffix -er to verbs to change them to a noun Revisit adding the suffixes -ed and -er to verbs	
Year 1 Autumn Term 1	4	4	Four (Revision plus Y1 NC requirements)	Revise Phase 4 Teach adding the suffix -er to adjectives Teach adding the suffix -est	
Year 1 Autumn Term 1	5	5	Four (Revision plus Y1 NC requirements)	Revise Phase 4 Teach adding the prefix un- to verbs Teach adding the prefix un- to adjectives	
Year 1 Autumn Term 1	6	6	Four (Revision plus Y1 NC requirements)	Revise Phase 4 Teach reading words with contractions	
Year 1 Autumn Term 2	1	1	Five a)	Teach new graphemes for reading: ay ou ie ea Teach the days of the week	Read: oh, their
Year 1 Autumn Term 2	2	2	Five a)	Teach new graphemes for reading: oy ir ue (as in glue) ue (as in cue)	Read: people Write: said, so

Year 1 Autumn Term 2	3	3	Five a)	Teach new graphemes for reading: aw wh ph ew (as in blew)	Read: Mr, Mrs Write: have
Year 1 Autumn Term 2	4	4	Five a)	Teach new graphemes for reading: ew (as in few) oe au ey Teach new phoneme /zh/	Read: looked, called Write: like
Year 1 Autumn Term 2	5	5	Five a)	Teach new graphemes for reading: a-e, e-e, i-e, o-e	Revisit (read): called Write: some, come
Year 1 Autumn Term 2	6	6	Five a)	Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)	Read: asked Write: were, there
Year 1 Spring Term 1	1	1	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: ay ou ie ea Revise the days of the week Teach correct use of -nk (NC)	Revisit (read): oh, their
Year 1 Spring Term 1	2	2	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue) Teach correct use of ph (NC)	Revisit (read): people Revisit (write): said, so
Year 1 Spring Term 1	3	3	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: aw wh ph ew (as in blew) Teach correct use of -wh (NC)	Revisit (read): Mr, Mrs Revisit (write): have
Year 1 Spring Term 1	4	4	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: ew (as in few) oe au ey Teach correct use of -tch (NC)	Revisit (read): looked, called Revisit (write): like
Year 1 Spring Term 1	5	5	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: a-e e-e i-e o-e Teach correct use of -ve (NC)	Revisit (read): called Revisit (write): some, come
Year 1 Spring Term 1	6	6	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: u-e (as in flute) u-e (as in cube) Revise all Phase 5a) Assess and review correct use of NC letters/suffixes	Revisit (read): asked Revisit (write): were, there
Year 1 Spring Term 2	1	1	Five b)	Teach alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he) Teach reading the common exception words water, where, who, again	Read: water, where, who, again Write: little, one

Year 1 Spring Term 2	2	2	Five b)	Teach alternative pronunciations of known graphemes for reading: l (as in mind), o (as in no), u (as in unit), u (as in put) Teach reading the common exception words thought, through, mouse, work	Read: thought, through, mouse, work Write: do
Year 1 Spring Term 2	3	3	Five b)	Teach alternative pronunciations of known graphemes for reading: ow (as in snow), ie (as in chief), ea (as in head), er (as in her) Teach reading the common exception words many, laughed, because	Read: many, laughed, because Write: when, what
Year 1 Spring Term 2	4	4	Five b)	Teach alternative pronunciations of known graphemes for reading: ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym) Teach reading the common exception words different, any, eyes	Read: different, any, eyes Write: out
Year 1 Spring Term 2	5	5	Five b)	Teach alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) Teach reading the common exception words friends, once, please	Read: friends, once, please
Year 1 Spring Term 2	6	6	Five b)	Assess and review alternative pronunciations of known graphemes for reading Assess and review reading new common exception words and correct use of NC endings	
Year 1 Summer Term 1	1	1	Five c)	Teach alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb)	Write: oh
Year 1 Summer Term 1	2	2	Five c)	Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen)	Write: their
Year 1 Summer Term 1	3	3	Five c)	Teach alternative spellings of phonemes: /s/ (as in house), /z/ (as in please), /u/ (as in some), /u/ (as in happy)	
Year 1 Summer Term 1	4	4	Five c)	Teach alternative spellings of phonemes: /l/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /er/ (as in father)	Write: people
Year 1 Summer Term 1	5	5	Five c)	Teach alternative spellings of phonemes: /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all)	Write: Mr, Mrs
Year 1 Summer Term 1	6	6	Five c)	Teach alternative spellings of phonemes: /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)	Write: looked
Year 1 Summer Term 2	1	7	Five c)	Teach alternative spellings of phonemes: /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea)	
Year 1 Summer Term 2	2	8	Five c)	Teach alternative spellings of phonemes: /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key)	Write: called, asked

Year 1 Summer Term 2	3	9	Five c)	Teach alternative spellings of phonemes: /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low)	
Year 1 Summer Term 2	4	10	Five c)	Teach alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /y)ool/ (as in cue), /y)ool/ (as in tune)	
Year 1 Summer Term 2	5	11	Five c)	Teach alternative spellings of phonemes: /y)ool/ (as in stew), /ool/ (as in clue), /ool/ (as in June), /ool/ (as in blew)	
Year 1 Summer Term 2	6	12	Five c)	Teach alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)	
Year 2 Autumn Term 1	1	1	Five a) (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e Revise reading all common exception words	
Year 2 Autumn Term 1	2	2	Five a) (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you) Revise reading all common exception words	
Year 2 Autumn Term 1	3	1	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind) Revisit reading the common exception words water, where, who, again	
Year 2 Autumn Term 1	4	2	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief) Revisit reading the common exception words thought, through, mouse, work	
Year 2 Autumn Term 1	5	3	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: ea (as in head), ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef) Revisit reading the common exception words different, any, eyes	
Year 2 Autumn Term 1	6	4	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) Revisit reading the common exception words friends, once, please Revisit reading all common exception words	
Year 2 Autumn Term 2	1	1	Five c) (Mastery)	Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap) Revisit reading all common exception words	

Unlocking Letters & Sounds

Progression

Year 2 Autumn Term 2	2	2	Five c) (Mastery)	Revisit alternative spellings of phonemes: /s/ (as in listen), /z/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer) Revisit reading all common exception words	
Year 2 Autumn Term 2	3	3	Five c) (Mastery)	Revisit alternative spellings of phonemes: /air/ (as in father), /air/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /ool/ (as in could), /ool/ (as in put) Revisit reading all common exception words	
Year 2 Autumn Term 2	4	4	Five c) (Mastery)	Revisit alternative spellings of phonemes: /ail/ (as in day), /ail/ (as in came), /eel/ (as in sea), /eel/ (as in these), /eel/ (as in happy), /eel/ (as in chief), /eel/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oal/ (as in toe), /oal/ (as in bone), /y)ool/ (as in cue), /y)ool/ (as in tune), /y)ool/ (as in stew) Revisit reading all common exception words	
Year 2 Autumn Term 2	5	5	Five c) (Mastery)	Revisit alternative spellings of phonemes: /ool/ (as in clue), /ool/ (as in June), /ool/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Revisit reading all common exception words	
Year 2 Autumn Term 2	6	6	Five c) (Mastery)	Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words	

★ At this point phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per National Curriculum requirements.

★ **Note:** Y1 NC coverage should also be taught within Year 1 English lessons.

Unlocking Excellence Support Record



Learning walk, coaching and partner teaching help sheet

	Date:	Date:	Date:	Date:	Date:	Coaching dates and educators initials
Follow a five part structure 1) Revisit 2) Teach 3) Practise 4) Apply 5) Revise Is the teaching at the correct stage following Unlocking Progression?						
Revisit Activate prior knowledge Quick GPC recall and letter names Oral blending/segmenting Fluent word reading/spelling with known GPCs/CEWs						
Teach Teach a new GPC and/or CEW If not introducing new GPC/CEWs have a clear objective for session Model memorisation strategies Teach blending/segmenting with whole words						
Practise and Apply Reading/spelling words using taught letters Read/Write a caption or sentence using new learning and other fully decodable words, in line with current progression						
Revise Monitor pupil progress Address any misconceptions if not pick up immediately Spotlight understanding of lowest 20%						
Did pupil achieve the lesson objective/intent?						
What support was offered to those that found new learning challenging?						
Think ACE Active inclusive involvement of all pupils C – Consistent use of resources, pronunciation, terminology and lesson structure E – Enthusiastic educators using appropriate pace and praise to engaged pupils						

Unlocking Letters and Sounds – Reasonable Adjustments

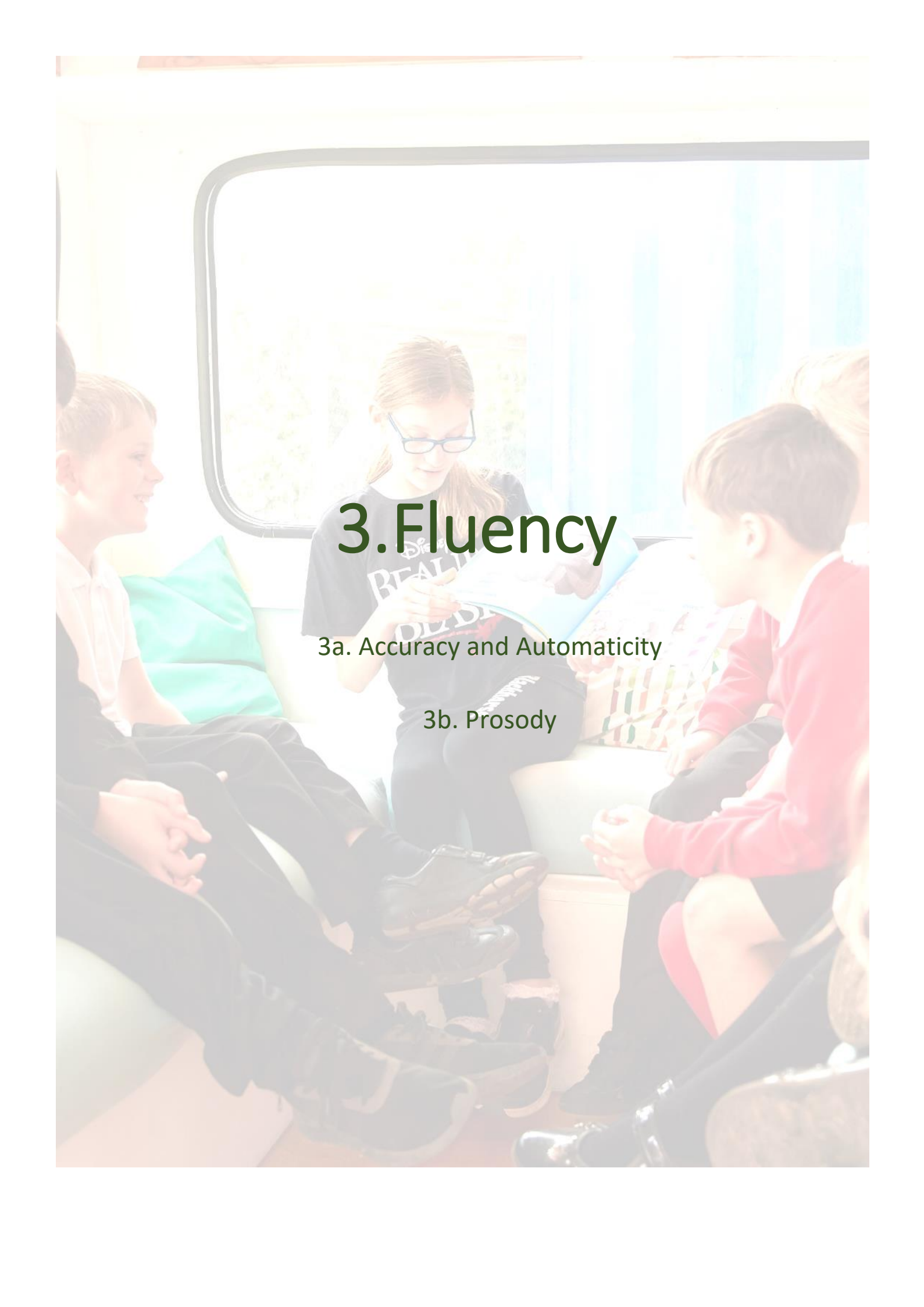
Child's Name:

Term:

Revisit - Alphabet	- Alphabet song (one tune per week) - Revisit throughout the day, e.g. transition times https://www.unlockinglettersandsounds.co.uk/institute/teacher/courseview/13/view
	- Physical flashcards to review previously taught phonemes and CEW (these could be grapheme only or with picture cue) - Consider changing pace to suit needs - Emphasise actions – teacher model actions at the same time - If pace is slowed, revisit fewer phonemes/CEW per day, i.e. minimum of 10 phonemes but ensuring all previously taught phonemes and CEW are covered across the week
Revisit - Blending	- Write each word on a whiteboard with sound buttons. Point to sounds using “reading finger” to blend and read - Ensure children read fluently using “And the word is...” - Consider changing longer words for shorter one syllable CVC words that still contain the target phoneme, e.g. “laptop” to “lap”
Revisit – Oral Blending	- Sound talk the word and then say the word fluently, children to repeat exactly as modelled (sounds and fluent word) - Consider changing longer words for shorter one syllable words that still contain the target phoneme, e.g. “cobweb” to “web”
Teach	- Read the new phoneme (on a flashcard if needed) - Learn the action - Write the grapheme - If appropriate, leave out learning to write the sound (will be done outside of Phonics lesson) - Read the new CEW (if applicable that lesson) - Display new phoneme and CEW on wall as part of frieze - Write new grapheme on the door code - If the lesson contains writing a CEW, decide if it is appropriate for the child to write
Practise – Blending	- Write each word on a whiteboard with sound buttons. Point to sounds using “reading finger” to blend and read - Ensure children read fluently using “And the word is...” - Consider changing longer words for shorter one syllable CVC words that still contain the target phoneme, e.g. “laptop” to “lap” - Consider changing words that contain capital letters to lowercase words
Practise – Segmenting	- Print the picture to support - Provide magnetic letters for child to rearrange into the correct to spell the target words - Provide flashcards for child to rearrange into the correct to spell the target words - Children could verbally segment the word as the adult scribes. Children could point to the phoneme on a sound mat to show they are linking the phoneme to the grapheme before adult writes it. - Child segments and writes the word

	• If children cannot access segmenting, adult to model segmenting and writing the word underneath the picture. Children to copy the verbal segmenting of the word.
Apply	• Consider shortening the sentence, e.g. change “Get the vac into the van” to “Get the vac.” • Children spot the phonemes and CEW in the sentence • Consider writing each word in the sentence on a flashcard for children to read and sequence • Consider only reading the sentences in the “Apply” section and not writing them
Revise	• Show children the target phoneme (can be on a flashcard) • Re-read any CEW from the lesson

- The phonics lesson can be “chunked” where learning breaks are required between each section of the lesson
- Each section of the lesson, e.g. “Apply”, must be completed as a “chunk”
- All sections of the phonics lesson must be completed each day
 - Choose one bullet point (at least) to highlight from each section to show the adjustments being made for that child. You do not need to choose them all!

A young girl with glasses is sitting on a bus, reading a book to two boys. The boy on the left is wearing a white shirt and the boy on the right is wearing a red sweater. They are all sitting on a green cushion. The background shows a window with a view of trees and a blue sky.

3. Fluency

3a. Accuracy and Automaticity

3b. Prosody

3a. Accuracy and Automaticity

There are three main parts to reading fluently.

These are **accuracy**, **automaticity** and **prosody**.

	Accuracy - decode and read words correctly.
	Automaticity - reading words without sounding out. Not too fast and not too slow.

We read fluently to **understand** what we are reading.

Phonics

Children's **accuracy** in phonics is measured through their recognition of phoneme-grapheme correspondences and their use of blending to read words containing known GPCs.

Continuous assessment of children's GPC knowledge – both formative and summative – is used to determine children's reading accuracy at this stage.

Assessment guidance from Unlocking Letters and Sounds and Essential Letters and Sounds outlines the number of GPCs and words children should recognise and read at each formal assessment point.

Children's **automaticity** is measured through their recognition of Common Exception Words (Unlocking Letters and Sounds) or Harder to Read and Spell Words (Essential Letters and Sounds).

Once children have acquired the GPCs taught as part of the schools' chosen SSPs, and are able to blend these sounds to read words fluently, they move on to Book Band levels. They also need to be able to automatically read CEW/HRS words within each SSP.

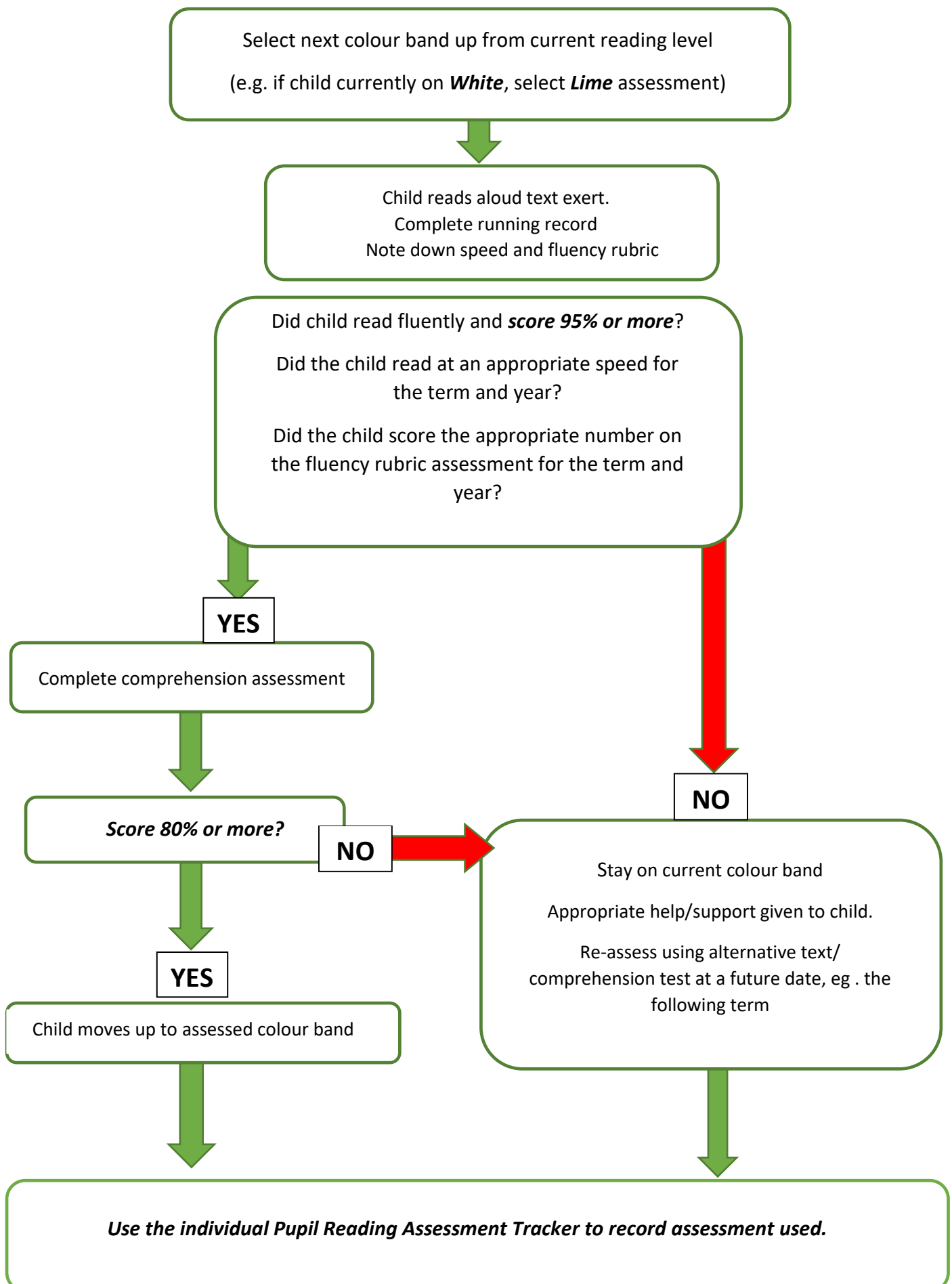
Book Bands

Children's **accuracy and automaticity** with book-banded books is measured using Benchmarking. This assessment tool asks children to read 100 words, with the expectation of 95% **accuracy** and an **automaticity** speed measured in words per minute.

A child reads a fiction or non-fiction text to themselves at the level above their current reading band, before reading it aloud to an adult. Adults mark on the text where children have been accurate or made an error. These errors are counted at the end to give a percentage of **accuracy**. The reading is timed and a reading speed to show a child's **automaticity** is calculated using the formula of $100 \div \text{seconds taken} \times 60$.

Children who cannot read with 95% accuracy, or at an appropriate automaticity speed, remain on their current book band level. Quality first teaching is then adjusted or an appropriate intervention is selected; these can be found in the 'Intervention' section.

Reading Assessment Procedure – Book Bands



LIME B – Running Record



Name:	Date:	Strategies used
The Night of the Bear My name is Maddy. I live in Canada and I am eight years old. This year, my dad said I was old enough to go with him on his annual summer camping trip in the mountains. Before, he had always said I was too young, but this summer he said that my friend Ben was coming with his dad too. I was so excited. The first night, after we put up the tents, Dad hung his backpack from a high branch of a tree. As the four of us were sitting round the campfire and toasting marshmallows, I asked Dad why he put his backpack so high up.		
Reading Symbols No errors ✓ = correct SC = self-corrected		Miscues/errors T = told word O = omitted word ^ = inserted word Write any incorrect word above

Miscues total:

Find the number of miscues in the top row of the table to find corresponding accuracy rate in bottom row. ☐

Miscue Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accuracy rate	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	89%	88%	87%	86%	85%

95% or greater = comfortable independent reading level, *move up*

94% or below = frustration level

3b. Prosody

There are three main parts to reading fluently.

These are **accuracy**, **automaticity** and **prosody**.

	Prosody - reading aloud with expression. Just like you are having a conversation
---	--

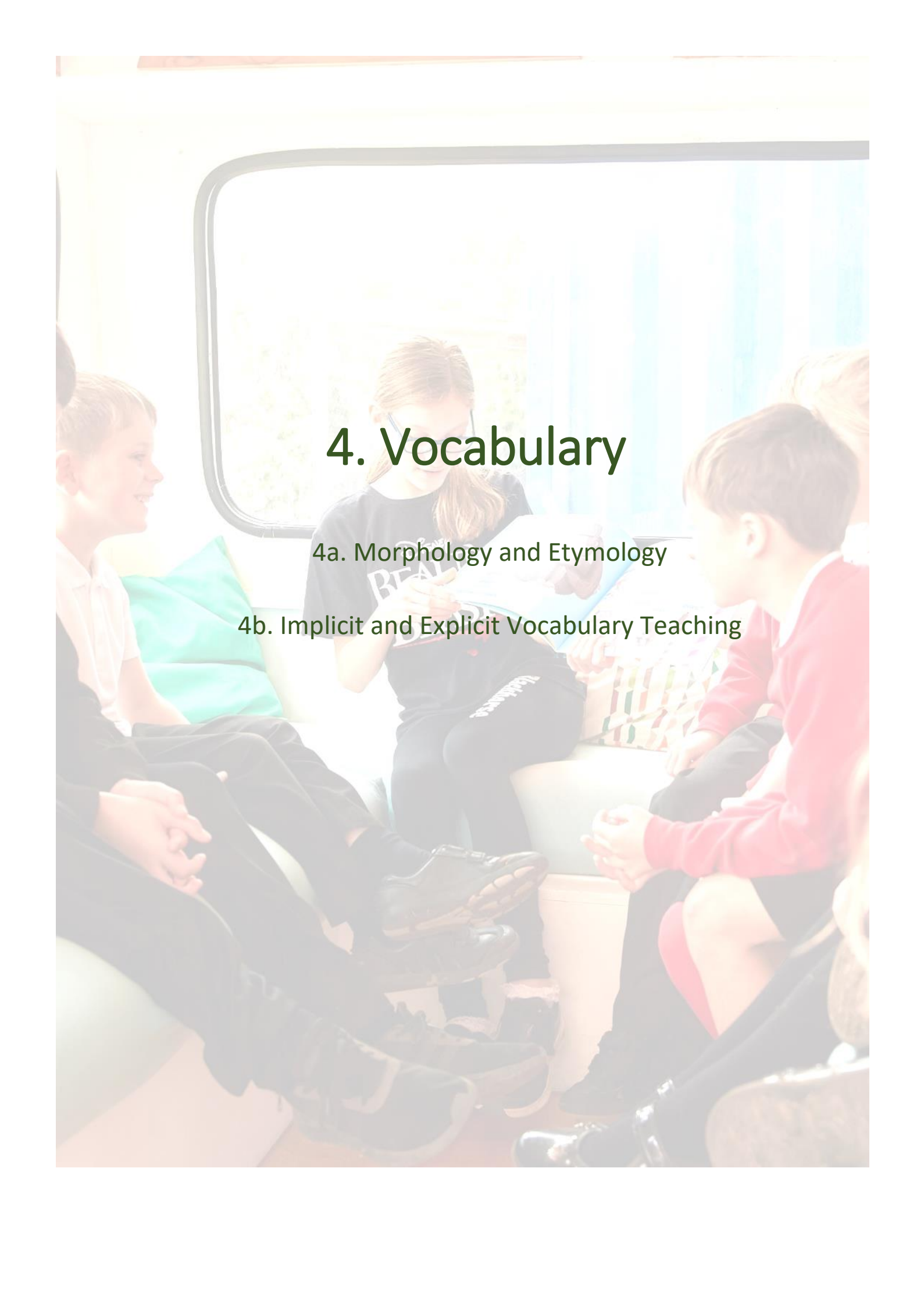
Children's **prosody** is measured through the Fluency Rubric. There are four areas to assess and four levels within each area. These are expression and volume, phrasing, smoothness, and pace. As a child reads aloud, an adult identifies which level, from 1 – 4, they are working at for each of the four areas. These are added together to give a score out of 16.

Children need to score an appropriate total in relation to age-related expectations. If this total is not achieved, quality first teaching is adjusted or an appropriate intervention is selected; these can be found in the 'Intervention' section.

Reading Screener

	1	2	3	4
Expression and volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
	<i>I don't use expression when I read.</i>	<i>I sometimes try to use expression when I read but I might use it the wrong way.</i>	<i>I try to use expression when I read.</i>	<i>I use expression when I read and it helps me to understand the story better.</i>
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing: adhering to punctuation, stress and intonation.
	<i>I read word by word. Sometimes I group words together.</i>	<i>I often group words together when I read but I don't use punctuation to create phrases.</i>	<i>I always group words together when I read but sometimes they are small groups of words.</i>	<i>I am really great at grouping my words together when I read. I rarely make mistakes.</i>
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
	<i>I don't pay attention to the full stops, exclamation marks or commas when I read.</i>	<i>I am starting to pay attention to the punctuation when I read but I might use it in the wrong way.</i>	<i>I usually pay attention to the punctuation but I might make a mistake once in a while.</i>	<i>I pay attention to the punctuation and use it to help my understanding of what I read.</i>
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.
	<i>I am really slow and need to blend most words. It is difficult for me to understand what I read.</i>	<i>I can be slow when reading because I am reading word by word. I take breaks and pause too long.</i>	<i>I try to read like I talk but sometimes it is too fast or too slow. I take breaks, pause and repeat sometimes.</i>	<i>I almost always read like I talk. I can speed up and slow down because it sounds better for the listener.</i>

Words per minute: **Number of words in passage (100)/number of seconds taken to read.**

A photograph of three children sitting on a light-colored sofa in a bright room with large windows. A girl in the center, wearing a black t-shirt with 'REAL' visible, is holding and reading a book. Two boys, one in a white shirt and the other in a red sweater, are sitting on either side of her, looking at the book. The scene is brightly lit, suggesting a sunny day outside.

4. Vocabulary

4a. Morphology and Etymology

4b. Implicit and Explicit Vocabulary Teaching

4a. Morphology and Etymology

Children will learn to read and spell all of the words listed in the spelling appendix of the National Curriculum for each age and stage. Below are the words taught in each year group:

Year 3

<u>Term 1</u> busy earth eight eighth learn library natural potatoes straight	<u>Term 2</u> address arrive caught different fruit group guard sentence special	<u>Term 3</u> build famous February heart history important length popular reign
<u>Term 4</u> appear difficult disappear heard height ordinary quarter strange weight	<u>Term 5</u> early favourite mention minute often opposite recent woman women	<u>Term 6</u> circle enough forward(s) perhaps regular though although thought through

Year 4

<u>Term 1</u> actual actually answer breath breathe centre describe grammar medicine	<u>Term 2</u> bicycle business experiment island naughty position possible probably question	<u>Term 3</u> calendar certain complete continue imagine material purpose separate strength
<u>Term 4</u> decide extreme guide interest notice particular peculiar remember surprise	<u>Term 5</u> accident accidentally believe century increase occasion occasionally possess possession	<u>Term 6</u> consider exercise experience knowledge pressure promise suppose therefore various

Year 5

<u>Term 1</u> achieve ancient criticise develop dictionary excellent forty muscle occupy occur queue stomach	<u>Term 2</u> accompany communicate conscience conscious curiosity embarrass marvellous mischievous recognise soldier system thorough	<u>Term 3</u> bruise desperate determined disastrous guarantee immediately language opportunity temperate twelfth vehicle yacht
<u>Term 4</u> accommodate amateur equip equipped equipment harass hindrance identity neighbour nuisance suggest variety	<u>Term 5</u> competition explanation familiar foreign interfere interrupt persuade physical privilege profession pronunciation signature	<u>Term 6</u> Revision of all previously- taught words

Year 6

<u>Term 2</u> according attached cemetery community controversy especially frequently government leisure parliament prejudice sacrifice sincere sincerely	<u>Term 3</u> aggressive apparent available average category convenience individual relevant restaurant rhyme rhythm shoulder symbol vegetable	<u>Term 4</u> appreciate awkward bargain committee correspond definite environment exaggerate existence necessary programme recommend secretary
--	---	---

Each of the word meanings will be taught in context using the strategies of 'Black Hat' words or Word Aware (see below). Adults will actively teach the etymology and morphology of each word to support further understanding of similar vocabulary children will meet when reading, and links will be made between words and children's prior knowledge where possible.

Etymology – the history of the word, where it comes from and what it means

Morphology- the study of words parts is a proven method to enhance comprehension (suffix, prefix, root word, capitals for proper nouns)

Further teaching of etymology and morphology takes place as children are taught to read and spell words using the statutory guidance for spelling as outlined in the National Curriculum.

Children can better understand academic vocabulary by recognising their common word parts, beginning with word roots then moving onto prefixes. There are around 100 prefixes, but they are present to over half the words in the English language. We can focus on high frequency prefixes like 'un', 're', 'in' and 'dis', teaching them explicitly and helping children recognise common patterns and word families.

4b. Implicit and Explicit Vocabulary Teaching

We believe a child's vocabulary impacts on their knowledge and understanding of the whole curriculum. Children need an increasing vocabulary to comprehend what they read. Children must be able to read new words, understand what they mean and use them in different contexts.

To increase children's vocabulary, we use two approaches:

Implicit Vocabulary - Define and practise words as they are encountered in the text.

These words are chosen by the teacher in the text the children will be reading in their fluency, close and extended reading lessons. As the children and teacher read the text, the words are referred to quickly by the teacher through one of the following methods:

- A quick scripted definition
- Pictures and photos for nouns
- Actions for verbs
- Use a known synonym

This is quick and meaningful so the children can understand the word in context and the meaning of the text they are reading. It should not disrupt the flow of reading.

Explicit Vocabulary - Define and analyse pre-selected words.

We mainly focus on introducing Tier 2 vocabulary to children as part of our explicit vocabulary teaching in English lessons. Tier 3 vocabulary is encountered and taught explicitly in the relevant subject areas.

Tier 1	Tier 2	Tier 3
Students have a thorough understanding of these words. Everyday spoken language for a child of this age. Used at home and in daily interactions. Children may have become familiar with this language through school.	Really useful words Likely to be encountered again in reading or oral language. Average adult has a good level of knowledge of the word. Words that are very topic specific but core to the topic. Age 7+: Desirable for students to use in their writing.	Less likely to be encountered in reading or oral language. Average adult does not have much knowledge of the word. Words that are particularly topic specific and not core to the topic. Age 7+: Not a word that students usually need to use in their own writing.

Word Aware

At Blackhorse, we use the Word Aware Approach which gives children across the school the opportunity to enjoy words, experience explicit teaching of new words and learn strategies for independent word learning. Through this approach vocabulary is taught through multi-sensory learning where age appropriate tier 2 words are identified and explicitly taught. Children are then exposed to the new vocabulary

multiple times before providing practical learning opportunities where the new vocabulary is taught in context. Through these techniques, children develop mastery of new words and are able to read, write, and understand the new vocabulary that has been taught.



All children are taught different strategies to find the definitions of new vocabulary met when reading. These are modelled to the children throughout the curriculum. The strategies include identifying the word parts (prefix, suffix, root word), reading around the word and ahead of the word for clues, checking the word for a capital letter, changing the word for a synonym, and checking if the word has multiple meanings in different contexts.

How a Word Aware session is structured:

Each session is based on the Word Aware STAR approach where age-appropriate tier 2 words are:

Selected from a high-quality text

Taught explicitly

Activated through questioning, discussion and application

Reviewed continuously in spoken and written form

1. Selecting vocabulary

Children's vocabulary acquisition will increase if children are explicitly taught Tier 2 words on a daily basis. These words usually have multiple meanings, are likely to be verbs or adjectives, and children will be able to apply them in multiple ways through oral and written language. Tier 2 words are chosen carefully from the class texts with **3 new words** being taught each week. These words are placed on the appropriate learning walls and once taught are placed into a pot for constant revision to ensure retention of the words and their definition in long term memory.

2. Teaching vocabulary

Speech Sounds: New word

- Clap syllables
- Which words rhyme? Include nonsense words
- Initial sound
- Say word to a partner

Meaning: Share dictionary definition and synonyms

Context: Example from the text, with images, photos or videos. You may wish to use the word in other sentence examples or using synonyms.

Action: Physically act out the word or give an action to it. Add the word to the **Working Wall** or **Word Pot**.

3. Activating vocabulary

Activate:

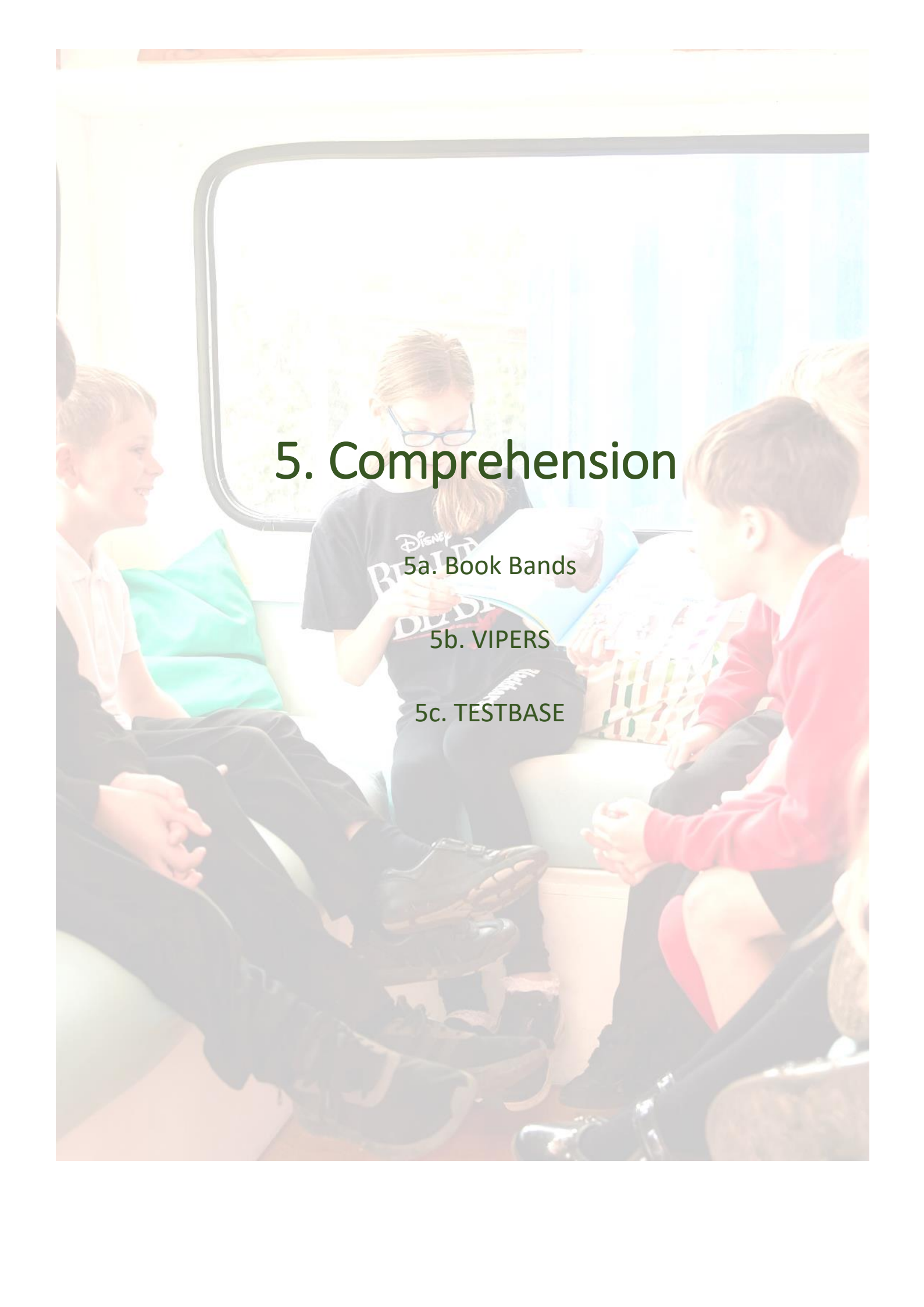
- Describe the word to your friend
- Think of a time when you could use this word
- I like/don't like this word because
- Pretend to do this word
- The word is a bit like.....
- What other word could be used instead
- Which would you describe as _____? ____ or _____?
- When might someone do this?
- What can it do/what does it look like?
- What would you need to do this?
- Who might do this?
- What could be described with this word?
- Three words about the new word e.g. **hazard**: danger, warning, ouch!
- If this word was a (car/animal/food) what would it be? Why? e.g. if **lucrative** was a car it would be a Porsche as they would make you lots of money if you sold them
- Draw a picture that represents the word
- Think of something that can be described as (target word)? Why that?
- Think of a time when this word would be particularly useful.
- When might you/someone do this?
- This word is a bit like...? How is it different from that word?
- If I was talking about ... (topic) or if I went... (context) how would I use this word?
- Where might I come across this word again? Why?
- I like/don't like this word because ...
- Idea completions: For example, 'Mum described the kitchen as 'gleaming' because ...'
- What can it do?
- What does it look like?
- What objects might be needed to do this action?
- What animal or profession might do this action? Eg. What animal might be **tentative**? Why?
- What would a (insert noun) be like if it is described as (target word)? E.g. If a house was **magnificent** what would it look like? If I went to a restaurant and there was a **feast**. What would I see?
- If an object or person is described as this word, what else could you say about that person or thing? For example, if you describe someone as a **tormentor**, what else could you say about them?

4. Review

Words that have been selected, taught and activated need to be constantly reviewed. At the end of the session children need to review the word through the following list.

1. What was the word?
2. What did you learn about the word?
3. Let's all clap the word
4. Let's all act the word
5. When could you use the word again
6. Tell your partner how you'll remember the word

The word is then placed in a 'word pot' with other previously taught words and all words are reviewed at some point in the school day. During writing lessons teacher's model writing sentences with the new vocabulary with an expectation that children apply the words in their writing.

A photograph of three children sitting on a light blue sofa in front of a large window. A girl with glasses and a black t-shirt is reading a book to two boys. The boy on the left is wearing a white shirt and black trousers, and the boy on the right is wearing a red sweater and black shorts. The background shows a window with blue and white striped curtains.

5. Comprehension

5a. Book Bands

5b. VIPERS

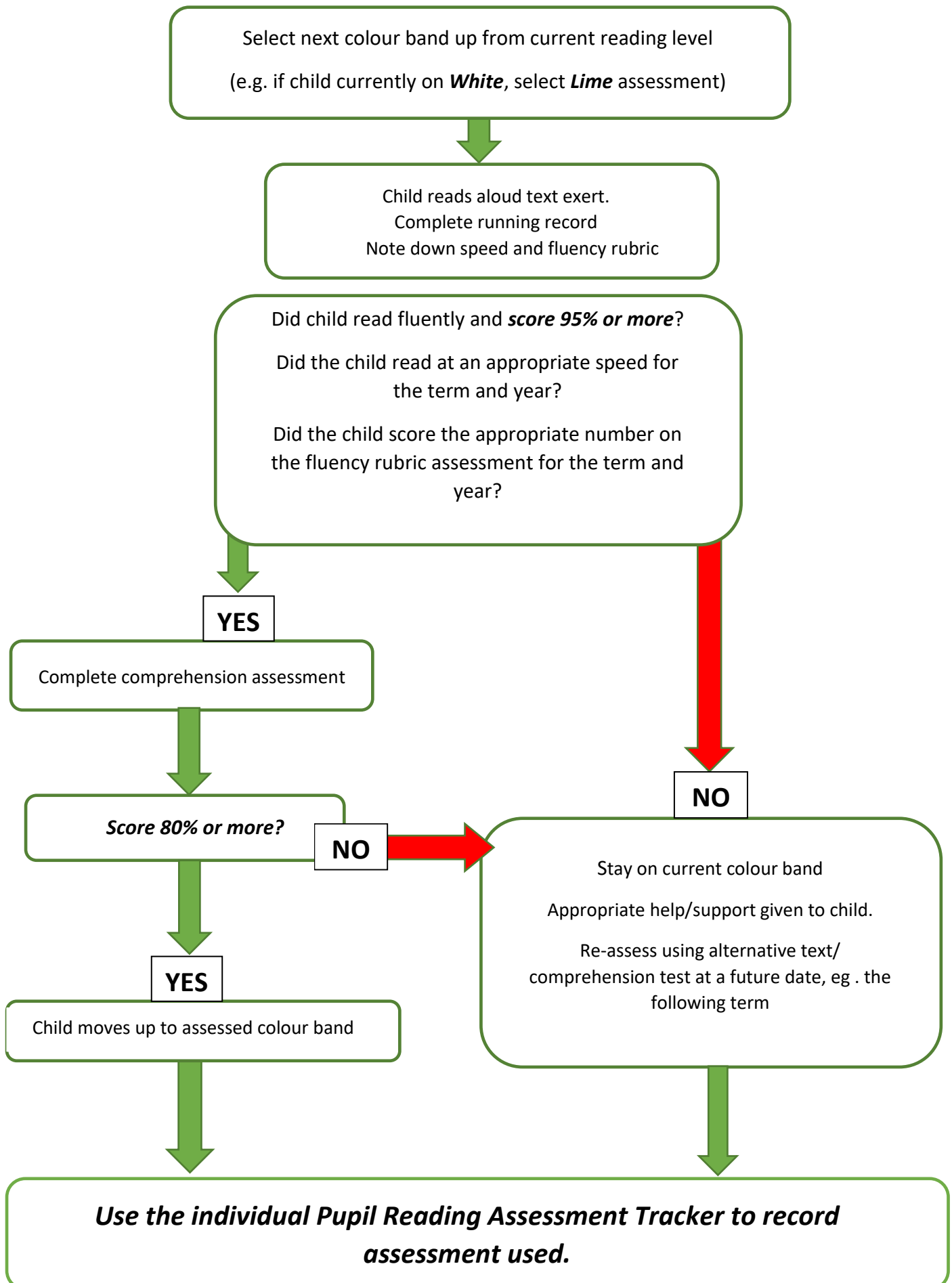
5c. TESTBASE

5a. Book Bands

Children's comprehension with book-banded books is measured using Benchmarking. Once children have read with appropriate accuracy, automaticity and prosody, the teacher can then give children the comprehension assessment. This assessment tool asks children to read and answer a range of retrieval and inferential questions to determine whether they have understood the text they are reading. Teachers use the mark scheme to ascertain whether the questions have been answered correctly with sufficient detail and to calculate the final score. Children need to have answered 80% of the questions correctly before moving to the next book band level.

Children who do not answer 80% of the questions correctly remain on their current book band level. Quality first teaching is then adjusted or an appropriate intervention is selected; these can be found in the 'Intervention' section.

Reading Assessment Procedure – Book Bands



Example comprehension questions

Name: _____

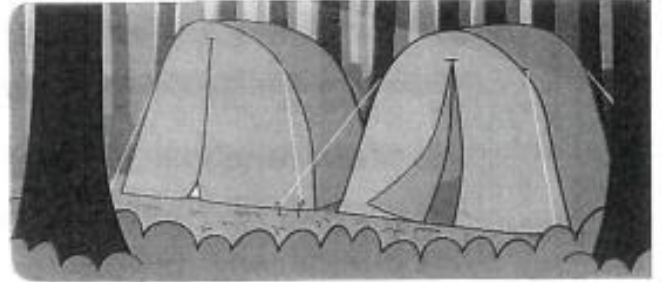
Lime B

Class: _____ Date: _____

The Night of the Bear

My name is Maddy. I live in Canada and I am eight years old.

This year, my dad said I was old enough to go with him on his annual summer camping trip in the mountains. Before, he had always said I was too young, but this summer he said that my friend Ben was coming with his dad too. I was so excited.



1 Which two things do you know about Maddy? Tick **two** boxes.

She lives in Canada.

☐

Maddy and Ben are both eight years old.

☐

She lives in a tent.

☐

Maddy and Ben are friends.

☐

2 Why do you think Maddy's dad thinks she's old enough to go camping this year?

3 *I was old enough to go with him on his annual summer camping trip ...* What does the word 'annual' mean in this sentence? Tick **one** box.

Every week

☐

Every day

☐

Every year

☐

Every month

☐

Example mark scheme

Lime B

Lime B Marking Guidance: The Night of the Bear Recommended for: Year 2 Extension

Qu.	Skill Area and Strand	Objective	Answer	Marks	Possible Errors	Advice
1	Literal Comprehension Lime A/B	Ask and answer questions, often making links between one event and another.	She lives in Canada. Maddy and Ben are friends. (Award 1 mark if both are correct and no other boxes are ticked.)	1	Maddy and Ben are both eight years old. She lives in a tent.	Read the text carefully: we know Maddy is eight years old, but we don't know about Ben. Read the text carefully and consider what we know from the text. Do not rely only on pictures for your answer.
2	Inference: Making Inferences Lime A/B	Making inferences on the basis of what is said and done.	Accept answers linked to her age such as: She was sensible enough. She would be able to walk for a long time.	1	An answer that does not relate to the text. Her dad liked spending time with her. Her dad wanted to invite Ben's dad and they thought they would bring the children.	Use information in the text, rather than just general knowledge.
3	Language for Effect: Vocabulary Development Lime A/B	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Every year	1	Any incorrect answer	Use a dictionary to find out what 'annual' means.

5b. VIPERS

At Blackhorse, we use VIPERS to teach reading comprehension. VIPERS is an anagram to aid the recall of the 6 reading domains as part of the comprehension side of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The 6 domains focus on the comprehension aspect of reading and not the mechanics (decoding, fluency, prosody). As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions.

In Reception and Year 1, VIPERS questions are taught and asked through whole class reading sessions when reading the FAB Five books of the term. Alongside practising fluency, important questions are asked about the text using the 6 domain foci. From Year 2-6 the children are given questions after the main reading sessions; these are answered in their books. Teachers model how to answer the 6 different domain types through the 'I do, You do, We do' process. In Year 2-3 the VIPERS will be taught individually so the children understand what each of them mean and the skills they need to answer each question. In Year 4, teachers will begin to teach 2 or 3 VIPERS together, allowing the children to answer multiple questions. By Year 5 and 6, the children will be answering a mixture of VIPERS reading questions throughout reading lessons.

Below are simplified definitions for each of the VIPERS progressing throughout the school. These are taught to the children and placed on reading working walls when the children are learning about a particular domain.

Child speak VIPERS by reading stage

Vipers Skill	Early readers (EYFS & Y1)	Developing readers (Y2-Y4)	Secure readers (Y5 & Y6)
V	Explore words	Discuss the meaning of new words	Find the meaning of new words
I	Talk about what characters say and do	Find why characters behave in the way they do	Understand what is implied about characters and make judgements about their motivations and attitude.
P	Make a clever guess using the book	Make a clever guess about ideas, events and characters using clues and hints	Make a plausible prediction and modify our ideas as we read.
E	Talk about the way book look	Talk about the choices made by an author	Discuss the choices made by an author and their affect.
R	Find out about characters using words from a book	Find and record important details from a text	Recognise and record details from a text
S	Retell a story	Skim and scan to find important information and order events in a text.	Skim and scan to find and sum up events and ideas in a text

Teachers choose from a range of differentiated questions stems which progress as children move through the school. Children have the opportunity to practise answering these verbally before answering them in a written format in their books. This follows the 'I do, We do, You do' teaching method.

Progression of comprehension in VIPERS

Retrieval

Reception	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Recognise and read their name • Recognise, point to or find and read aloud words and phrases they have learned.
Year 1	• Discuss reasons why things happen in the texts they read or are read to them. • Express their understanding orally, and use words, illustrations and given formats to record their understanding. • Answer simple questions where they recall information from a text. • Discuss characters' appearance, behaviour and the events that happen to them, using details from the text • Find specific information in simple texts they've read or that has been read to them. • Find information in a text about an event, character or topic. • Ask questions to understand what has happened in stories they have read or been read to them.
Year 2	Children begin to scan for key words in the text in order to locate answers and begin to analyse the wording of a questions in order to choose the vocabulary to look for in the text. • Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, ticking and copying. • Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. • Give reasons why things happen where this is directly explained in the text. • Locate information using contents, index, sub headings, page numbers etc. • Express and record understanding of information orally and in writing. • Ask what, where, and when questions about a text to support and develop their understanding.
Year 3	Children become more familiar with retrieving facts and information words, where the literal answer is somewhat 'hidden' in the vocabulary used in the text. Children scan for alternative synonyms and phrases to support with retrieval. • Use different formats to retrieve, record and explain information about what has been read both in fiction and non-fiction texts • Reread sections of texts carefully to find evidence to support their ideas. • Answer simple retrieval questions by making a point and supporting it with evidence from the text. • Locate, retrieve and collect information from texts to answer questions about characters events and themes. • Answer questions from non-fiction texts from specific sections, diagrams, and flow charts. • Use knowledge of different organisation features of a text to find information effectively • Distinguish between simple true or false statements • Clarify their understanding of events, ideas and topics by asking questions about them
Year 4	Children can skim a whole text to select which paragraph or section of text the answer may be located in. They scan the paragraph or section to retrieve the information they need using the text to support their answer where necessary. • Understand and comment on ideas introduced in a passage or section read, drawing on evidence from the text • Retrieve and collect information from different sources and re-present it in different forms

	• Support own ideas about a text by quoting or by paraphrasing from it. • Answer retrieval questions both orally and in writing, by making a point, and explaining it • Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. • Pick out key sentences and phrases that convey important information. • Use knowledge of different organisational features of texts to find information effectively and comment on how information is presented on the page. • Distinguish between true or false statements • Identify elements of a text which they do not understand and ask questions about it.
Year 5	Children discuss their understanding and retrieve key details. They are beginning to find quotations from a whole text to answer questions. They learn to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved.
	• Contribute to a discussion where a group explore their understanding of a topic raised through reading. • Write short sentences to explain understanding of what has been read • Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. • Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses and more than one answer (2 mark questions) • Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. • Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. • Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
Year 6	Children independently locate information and provide reasoned justifications for their views. They routinely find accurate quotations from a whole text and retrieve and summarise details to support opinions and predictions. Answer questions which require analysis of mood, setting, characters and support own viewpoint.
	• Record details retrieved from the text about characters, events, author intent and ideas • Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. • Use confidently the different formats (matching, ordering etc.) to answer questions on a text. • Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses and more than one answer (2 mark questions) • Use evidence from across a text to explain events or ideas. • Identify similarities and differences between characters, places, events, objects and ideas in texts. • Retrieve information from texts and evaluate its reliability and usefulness. • Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

Inference

Reception	• Begin to talk about and understand the feelings of the characters in the texts they listen to • Use pictures in texts to talk about how characters are feeling • Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. • Discuss what is suggested about a character from the way or how he/ she speaks. • Make simple inferences e.g I think Red Riding Hood was scared because the wolf was frightening • Explore the effect of patterned language or repeated words and phrases in familiar stories. • Ask questions to explore what characters say and do. • Make simple predictions about what might happen from the book cover and title
Year 1	• Discuss the significance of the title and events e.g why the title 'Upside Down' might be suitable for an information text about bats • Make simple inferences when a book is read to them e.g How each of the bears feel when they discover Goldilocks • Predict what might happen next in a sequenced story, based on what has been read so far • Begin to explain their understanding of what is read to them, beyond what is explicitly stated • In support of inference skills, children discuss word meanings, link new meanings to those already known and draw on background knowledge and vocabulary already taught in texts.
Year 2	• Make some inferences, answering 'how' and 'why' questions which may reach beyond the text • Guess the feelings of characters and the reasons for those feelings • Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. e.g. I think this because.... • Explain a sequence of events, moral or message, learn about cause and effect (e.g. what has prompted a character's behaviour). • Re-read sections of texts carefully to find answers to questions about characters and events. • Give reasons why things happen or change over the course of a narrative. • Answer simple inferential questions by making a point and supporting it with a reasonable explanation • In support of inference skills, children discuss and clarify the meaning of words, linking new meanings to known vocabulary provided by the teacher
Year 3	• Re-read sections of texts carefully to find answers to questions about characters and events. • Give reasons why things happen or change over the course of a narrative. • Answer simple inferential questions by making a point and supporting it with a reasonable explanation • Identify themes across a text • Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded • Predict what may happen based on their wider understanding of content and themes. • Make regular predictions and brief summaries as they read, thinking about the clues and hints, as well as what is directly stated. • In support of inference skills, children use dictionaries to check the meaning of new vocabulary; with support discuss what new words mean in context
Year 4	• Deduce the reasons for the way that characters behave from scenes across a short story • Draw inference about characters' feelings and motives. • Support own ideas about a text by quoting or by paraphrasing from it. • Answer inferential questions both orally and in writing, by making a point, and explaining it with evidence from the text (2 mark questions)

	• Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read. • Use information about characters to make plausible predictions about their actions. • Predict what may have happened based on what has been implied. • Modify predictions as the text is being read • Make predictions and brief summaries at regular intervals when reading. Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events. • In support of inference skills, children use dictionaries with growing independence, to define new vocabulary • Discuss and explain words and phrases to explore meanings in context
Year 5	• Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. • Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. • Draw inferences from within the text about themes and characters' and authors' viewpoints. • Justify inferences and views with a variety of references from across the text. (2 and 3 mark questions) • Make comparisons within and across texts • Identify and summarise evidence from a text to support a hypothesis. • Recognise misunderstanding of why something happens in a text and ask questions to clarify. • Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. • Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. • Discuss the plausibility of their predictions and the reason for them. • Predict what may happen based on their understanding of the content and the themes within the text.
Year 6	• Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. • Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. • Draw inferences from within and across the text about themes and characters' and authors' viewpoints. (2 and 3 mark questions) • Identify how the structure and the presentation of texts contributes to the meaning e.g. moving forward and backwards within a text using different narrators. • Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. (2 and 3 mark questions) • Identify and summarise evidence from a text to support a hypothesis. (2 and 3 mark questions) • Ask questions to clarify and explore their understanding of what is implied in the text. • Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. • Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark. • Modify prediction based on further evidence from the text • Work out the nuanced meanings of words and phrases in context

5c. TESTBASE

Testbase

At Blackhorse, children's reading is formally assessed using the Testbase Assessment materials. From Years 2-5 there will be three summative assessments points for reading throughout the school year. These will be in the Autumn Term (Nov/Dec), the Spring Term (Feb/March) and the Summer Term (May/June).

Children in Year 2 and 6 will complete past SATs papers at these points in the year and children in year 3-5 complete Testbase Assessments.

The reading assessments are made up of a reading booklet and associated answer booklet. The booklet contains both fiction and non-fiction texts. The children should have 1 hour to read the booklet and complete the questions at their own pace. **Some children with very specific needs may need extra time, further resources or an adult to read to when completing the assessments. This can be discussed with the Reading Lead, Assessment Lead, SENCO and class teacher before applying the reasonable adjustment.**

Equipment	Pupils will need the equipment specified below: • a pen or pencil • rubber (optional). Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice. You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils; it can be a guide to the length of answer expected for each question.
Assistance	You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again. The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the reading answer booklet to ensure that all pupils understand them. No other part of the reading answer booklet or reading booklet may be read to pupils or rephrased. There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. If a pupil asks a question about test content, you must not explain subject- specific terms or expressions. The example below illustrates how to deal with a common situation.

	<i>Q. I don't understand the question.</i> <i>A. Read the question again and underline key words that tell you what to do.</i>
What to do at the start of the test	• Check that the pupils do not have any materials or equipment that may give them extra help. • Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. • Ensure that each pupil has a copy of the correct test paper. • Write the start and finish times on the board so that all pupils can see them.
What to say at the start of the test	• <i>This is the year 3 reading test. You should have a reading booklet and a reading answer booklet in front of you.</i> • <i>You will need a pen or pencil, and you may use a rubber for this test (if rubbers are not provided, you should tell the pupils that they may cross out any answers they wish to change).</i> • <i>Write your name and the date on the front of your reading answer booklet.</i> • <i>Open your reading answer booklet to page 3. I will read the instructions to you.</i> Read the instructions on page 3 of the test paper to the pupils. • <i>You should try to answer all of the questions. If you cannot answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.</i> • <i>Pay particular attention to any instructions within test questions.</i> • <i>If you want to change your answer, put a line through the response you do not want to be read. If you use a rubber, make sure you rub out your answer completely before writing a new one.</i> • <i>Remember to check your work carefully.</i> • <i>If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I cannot help you answer any of the test questions or read any of the words to you.</i> • <i>You must not talk to each other.</i> • <i>Are there any questions you want to ask me now?</i> • <i>I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.</i> • <i>You may now start the test.</i>

After the papers have been administered, all need to be marked according to the mark scheme and inputted on the MERIT system used by Testbase. These reports enable teachers to compare children's outcomes with others who took the test at individual, national and school level.

The reports are used to:

- make valid and reliable judgements about attainment which support decisions on progress;
- inform teaching and learning;
- inform Pupil Progress Meetings and next steps for individual pupils;
- share performance data with staff, senior management, governors and Ofsted.

Grade boundaries are as follows:

	Percentage
Has Not Met	< 40%
Working Towards	40%-64%
Working At	65%-84%
Great Depth	85%-100%



Our aim is: to ensure not only that children can read but that they want to read, so they become enthusiastic, independent readers by the time they leave school.

Background

It is a fact that children who are read to daily perform better in maths, vocabulary and spelling at GCSE, than those who are not (*Sullivan & Brown 2013*). Yet a DfE survey in 2019 found that only 31% of children were read to daily at home.

By the age of 4 children who have been read to will have been exposed to approximately 45 million words, as opposed to only 13 million for those who have not. This is not just everyday vocabulary, but story and book language, and topic specific language from non-fiction books: words that are important for early language development.

Therefore, by the time children start school, the reading gap is already apparent. It is our role to stop this widening and close it. The way we do this is twofold – teaching children to read and inspiring a love of reading within children.

How we do this

1. All children have daily story times sessions
2. Books accompany displays across the school; books are also displayed inside and outside of the classrooms for children to see teachers as readers
3. Having a well-used library and a classroom environment which promotes reading
4. Sharing and developing a passion for reading
5. Seeing adults as readers
6. Developing awareness of different authors, themes, genres, types of texts

1. Story Time

To develop positive attitudes, we read a range of texts regularly to children. In these sessions, teachers read through whole books, so the children experience the understanding of the beginning, middle and end of a text, of seeing how exciting situations are resolved, and how books can open us up to new worlds and strange possibilities.

As we know, young children learn to read through reading phonetically decodable books, which are vitally important for the skill of learning to read, but do not encourage a love of reading within children. Therefore, being read aloud to daily and listening to familiar books is how we engage young children, capture their imagination and begin to develop their love of reading.

At Blackhorse, in Reception and Year 1 we have a termly 'Fab Five'. These are 5 books, including a story, non-fiction text and poem, that are read throughout each week, for the whole term. This enables children to become familiar with the language, text structure, characters and vocabulary within the books. Children are encouraged to join in with repeated phrases, discuss the characters and events, note the familiar language (e.g. 'Once upon a time') and understand the meaning of new vocabulary. This familiarity and repetition are developmentally important for young children and helps them to develop as readers. By hearing the same books regularly, this enables them to build a 'mental store' of stories and text structure. By the end of the Year 1, this means children will be familiar with and able to discuss or retell 30 books. It also allows children to access vocabulary and language above their reading level.

Children in Key Stage 2 continue to be read aloud to daily. This may be their class text, a book with a similar theme, or a book which links to their foundation subject learning. Children are given the opportunity to listen to a text, share and discuss ideas. This enables children to hear a longer text and to engage in listening to texts that may be above their independent reading ability.

2. Reading displays

We want children to learn to read, so that they can read to learn. To do this, we need children to see reading all around them. Wherever possible, we include related books as part of our corridor displays, showing that reading is everywhere and is a part of everything we do. We also have reading displays throughout the school. These allow staff and visitors to engage with children in discussions about the books and authors they are learning about.

Here is a selection of our reading displays:



3. Reading Environments

Professor Teresa Cremin, the Reading Expert for the English Hubs, says that reading is pervasive across the whole of our curriculum and school day. For this reason, we ensure that our classrooms have books in all areas, about all aspects of the curriculum, and our children read anywhere in the school – carpet, desk, quiet space, library, outside. In addition, both schools have inviting and engaging library spaces which are used regularly by the children; here they can access and borrow fiction, non-fiction and poetry from a vast selection of books, which is frequently updated.

4. Sharing and Developing a Passion for Reading

We want all our children to develop a positive attitude to reading which they can carry with them through life. We encourage book talk – children discussing favourite books and authors, questions and opinions on books – and actively encourage children to respectfully disagree with one another! We encourage all forms of reading – stories, comics, magazines, non-fiction, audiobooks, ebooks, leaflets, football cards – anything and everything! If children love it and it engages them in reading, then they will be keen to read more.

As staff we actively encourage children's choice of reading materials by asking why they chose something, then recommending other reading materials, for example, "I can see you like reading facts on football cards, have you read this non-fiction book about football or this football story?" This encourages children to broaden their reading experiences, but based on their interests.

5. Seeing adults are readers

As adults in schools, it is our responsibility to create a positive image of reading and to demonstrate a love of reading. To this end, we ask that adults show themselves as a reader – this can be through teachers reading their own book whilst children are reading independently, through discussion about what adults like to read, or through adults making recommendations to children about books.

In a survey carried out by Open University Reading for Pleasure, only 46% of teachers could name 6 children's authors, whilst only 10% could name authors of picture books or children's poets. Adults in school must have the subject knowledge themselves in order to share, nurture and develop this in the children. Therefore, staff need to borrow, read and engage with the books the children are reading. It is also essential that staff are up-to-date with the best in children's literature, which we achieve through raising awareness of and purchasing book-award winners every year.

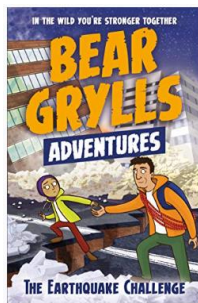
6. Developing awareness of authors, themes and genres

As outlined above, it is key that school staff have up-to-date and secure knowledge of children's literature, which they can use to inspire, motivate and engage children in our schools. We also want our children to have this knowledge: we want them to be able to talk about different authors, themes and genres with confidence and their own thoughts and opinions. Therefore, whenever we explore a new book with the children, we are explicit about the author, theme, genre and text type. The graphic below shows an example of how 'genre' is referenced.

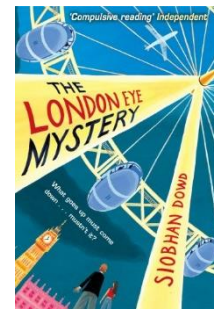
Genres - 'What's it all about...?'



Adventure stories are fast-paced and full of action. Often contains an element of danger for the central character/s. Can sometimes also be fantastical.



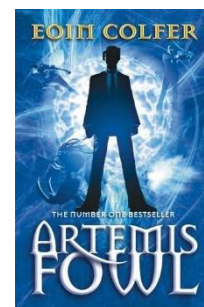
A suspenseful story with a problem or puzzle to be solved. Classic murder mysteries and detective stories fit in this genre.

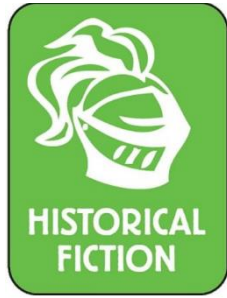


A story which could not happen in real life. Will contain fantastical elements such as talking animals or magic.



A story with futuristic themes and advanced technology. Often involving space or time travel and alien creatures.

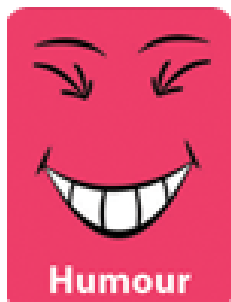
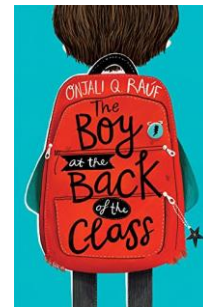




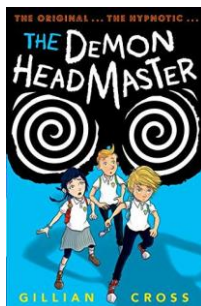
Fictional characters in a story set in a specific time period in history. Includes novels with storylines following both modern day and historical characters.



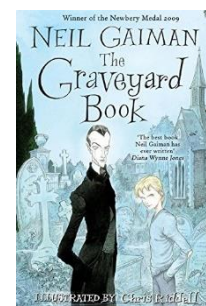
A story with made up characters in a realistic setting. Something you could imagine happening in real life; includes themes such as school, friendship and families.



Stories to make you laugh. Can cross over with other genres including Graphic Novels.

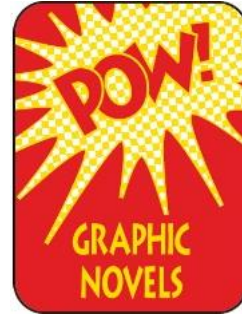
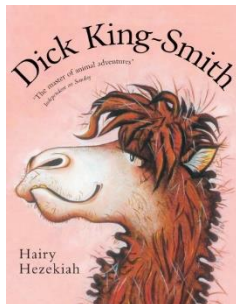


Books to scare or shock the reader. Will have an element of suspense and thrill. Ghosts, vampires, ghouls, werewolves or zombies may feature.

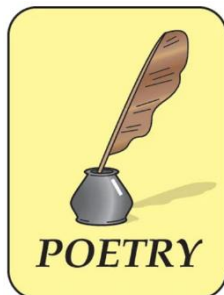
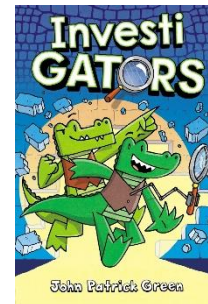




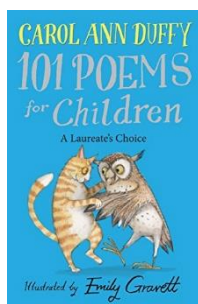
These books will contain animals as a central character or theme. The plot may contain fantastical talking animals or animals in a real-world setting.



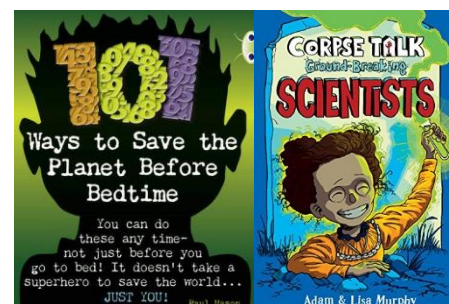
Graphic novels are comic-style books with shorter chunks of text. They cross other genres such as Animals/ Fantasy/ Science-Fiction and Adventure.

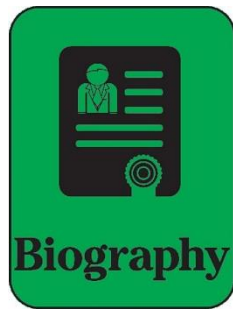


Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme.



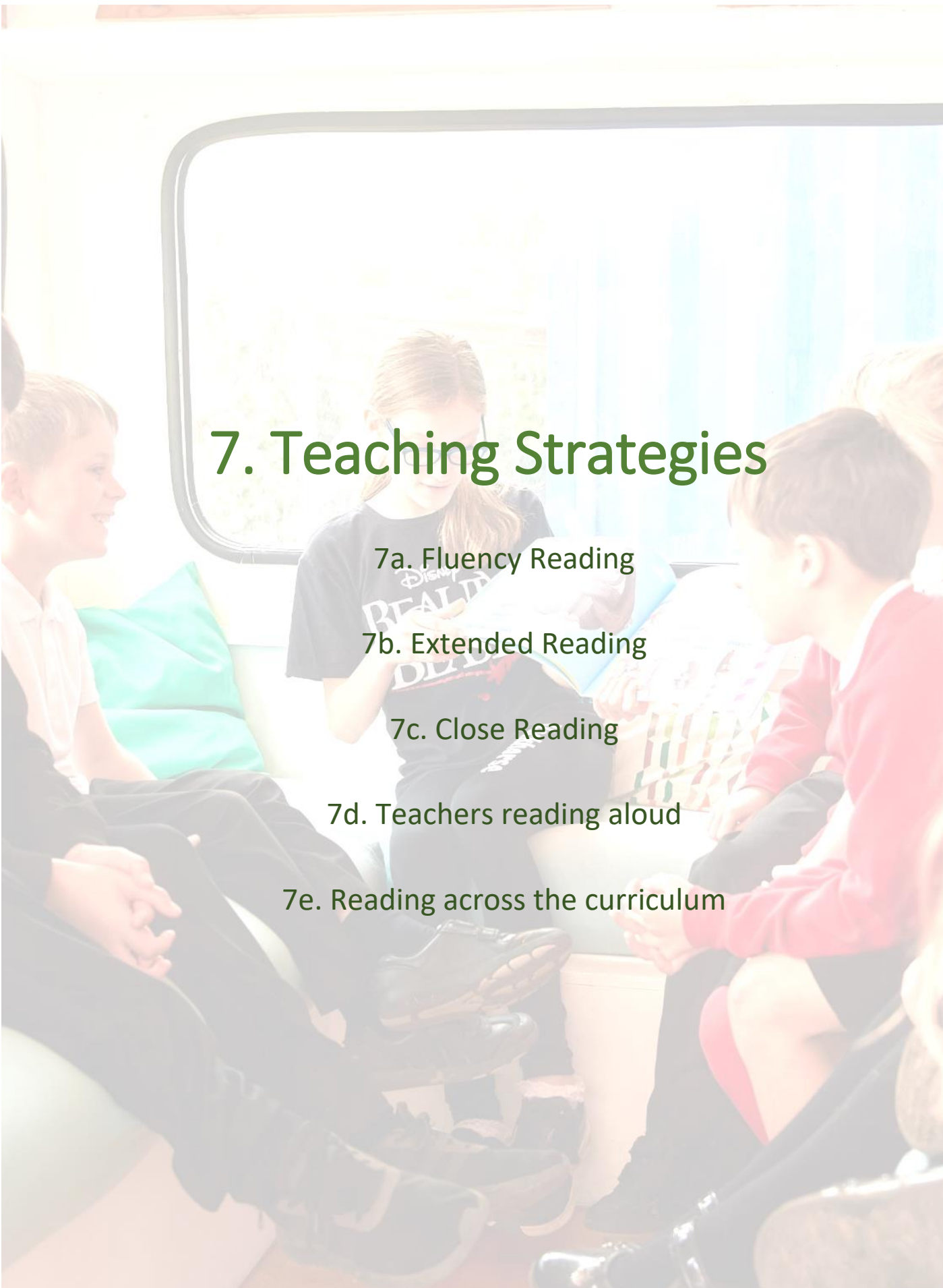
Non-fiction books contain information and facts on a wide variety of subjects. Graphic Non-fiction will be presented in a comic-book style format.





Biography books are written about someone's life who has made an impact on the world.
An autobiography is written by the person themselves.



A photograph of a teacher sitting on the floor, reading a book to a group of young children. The teacher is a woman with glasses, wearing a dark t-shirt with a Disney logo. She is holding an open book and looking at it. The children are sitting around her, some looking at the book and others looking at the teacher. The background shows a window with blue curtains and some greenery outside. The text "7. Teaching Strategies" is overlaid on the image in a large, green, sans-serif font.

7. Teaching Strategies

7a. Fluency Reading

7b. Extended Reading

7c. Close Reading

7d. Teachers reading aloud

7e. Reading across the curriculum

We teach whole-class reading lessons using three approaches: fluency reading, extended reading and close reading.

Fluency

Fluency lessons provide children with the opportunity to hear an adult model of fluent reading before having significant time to practise their own fluent reading. With each practice, a child should be building their accuracy, automaticity and prosody.

Extended Reading

Extended reading lessons provide children with the opportunity to actively engage in longer pieces of text. There are three stages of extended reading – the teacher makes a judgement as to which stage to use for the lesson based on the content and level of challenge in the chosen text. Within these lessons, children are active participants in the reading, listening to others read aloud and being ready to take their turn. Extended reading lessons also provide opportunity for textual discussion to deepen understanding – each lesson should be made up of around 2/3 reading and 1/3 discussion.

Close Reading

During close reading lessons, a shorter piece of text is read by the children step-by-step, with plenty of discussion throughout the reading. Children should be reading for around 1/3 of the lesson and discussing for around 2/3 of the lesson. Meaning is established and the text is analysed using either 'line-by-line reading' or 'leap frog reading'. Close reading lessons provide an opportunity for deeper analysis of key concepts such as:

- Characters
- Plot
- Setting
- Theme
- Author's intentions
- Comparison
- Text structure
- Language features

7a. Fluency Reading

Fluency Reading Lesson

Crib sheet for teaching a fluency reading lesson.	Teacher	Children	Date/Observation
Teacher to mark-up text using / to denote pauses (phrasing), circle words to show emphasis and underline any words that need to be implicitly taught to the children. Teacher to write questions to derive understanding from the text based around school's reading progression and WALTs. PROSODY	Teacher to use text from reading book sequence.	n/a	
First Read Teacher model text with fluency (accuracy, automaticity, prosody) stopping at any words that have been underlined to quickly explain them through pictures, a pre-determined definition, actions or a synonym. PROSODY	Read with fluency briefly stopping to implicitly teach pre-determined vocabulary.	Children to follow with 'reading' finger, ruler or line guide.	
Second Read Teacher model text with fluency (accuracy, automaticity, prosody) PROSODY	Read with fluency	Children to follow with 'reading' finger, ruler or line guide.	
Third Read Echo reading. Teacher to read chunks of text with fluency and children to echo read back. PROSODY	Read pre-determined chunk and using 'my turn your turn' for children to echo back.	Children to echo back teacher's reading with fluency.	
Children to sit with reading partner and read the text in pairs. Now the text is shared between two children to support with active participation. Child 1 will start while child 2 reads the passage with fluency. They will then swap. (Timer on the board of 5-10 minutes) AUTOMATICITY	Teacher to visit pairs to check fluent reading and note down any words that the children are finding difficult to read. ACCURACY	Children put one text on top of the other to share text. Child 1 to read fluently and underline any words they find tricky. Child 2 follow along with reading finger. Give appropriate feedback and support Child 1 in sounding out words.	
Teacher to give whole class feedback on reoccurring words children struggled to sound out or were unsure of the meaning. ACCURACY	Teacher to identify words sound out/chunk using my turn your turn or implicitly teach the meaning.	Children to echo sounding out/chunking of words.	
Children to perform test	Teacher to guide.	All children could perform or specifically chosen groups/children. Other children to follow along with 'reading' finger, ruler or line guide.	
Teacher lead in whole class discussion to answer the predetermined questions. Strategies of whiteboards/talk partners etc. to be used.	Teacher to guided discussion.	Children to discuss questions with peers and build on other ideas.	

7b. Extended Reading

Extended Reading Lesson (Stage 1)

Crib sheet for teaching an extended reading lesson.	Teacher	Children	Date/Observation
Teacher to read and mark-up text according to the ability of children. Underline any words that need to be explicitly taught and write questions to pose throughout the text to elicit children's understanding of what is happening. Teacher to choose STAGE of reading with rationale to support the children's learning.	Teacher to mark-up longer text to support teaching.	n/a	
Stage 1 (I do) Teacher reads and stops at a predetermined time, gives a cue and the children choral read the next word or phrase.	Teacher reading fluently, pausing and clicking (or making a sound cue) for children to choral read a word or phrase. Teacher ensuring all children are keeping up with the pace and following along. Teacher uses key routines and phrases. Finger freeze, eyes on me (pause finger on the word and look at the teacher), cue for choral response (emphasise word and click). Finger freeze used to explain something, point out specific vocabulary or ask questions.	Children to follow with 'reading' finger, ruler or line guide. Active participation of all children when giving choral response to teacher's given cue. Children respond to key routines and phrases. Pause finger on a word and look at the teacher when asked to finger freeze. Respond to choral response cue by all joining in with the next word.	
Questions throughout text Questions throughout the text to elicit children's understanding of the text.	Teacher to stop at predetermined point and ask questions to elicit children's understanding. Teacher to use the phrase finger freeze and pose the question. Ask the children to Think, Pair, Share before asking for a response. Teacher to ask one pair for a response and continue reading. Use I do, We do, You do structure to support with answering the questions.	Children to pause their finger on the text, look at the teacher and listen to the question. In pairs children give responses, listening to one another and using the discussion guidelines of the year group. One pair responds. Chn use the I do, We do, You do method to answer the questions.	
Discussion/Written answers Questions at the end of text focus on reading hats/VIPERS. These can either be written or answered in discussion. If written question- these should follow a particular format (tick box, find and copy etc.) Rational of reading stage for chn and text	Teachers should give a rationale of why they have chosen to use this particular stage of reading and the particular style of questions.	n/a	

Extended Reading Lesson (Stage 2)

Crib sheet for teaching an extended reading lesson.			Teacher	Children	Date/Observation
Teacher to read and mark-up text according to the ability of children. Underline any words that need to be explicitly taught and write questions to pose throughout the text to elicit children's understanding of what is happening.			Teacher to mark-up longer text to support teaching.	n/a	
Teacher to choose STAGE of reading with rationale to support the children's learning.					
Stage 2 (We do) Teacher and children read together. Teacher stops and identifies predetermined children to pick up reading when asked.			Teachers reads to keep up the pace. Pupils selected based on reading ability etc. Keep the reading unpredictable so the children are unsure who the teacher will choose. Teacher reads every so often to keep up the pace. As they are reading they could then say 'Pick up Charlie.....' they would then start to read. Continue in this way and step in when pace is slowing to keep momentum. Teacher uses key routines and phrases. Finger freeze, eyes on me (pause finger on the word and look at the teacher), cue for choral response (emphasise word and click). Finger freeze used to explain something, point out specific vocabulary or ask questions.	Children to follow with 'reading' finger, ruler or line guide. On cue the identified child picks up from where the teacher has left off and reads fluently. All other children continue to follow along. Children respond to key routines and phrases. Pause finger on a word and look at the teacher when asked to finger freeze. Respond to choral response cue by all joining in with the next word.	
Questions throughout text Questions throughout the text to elicit children's understanding of the text.			Teacher to stop at predetermined point and ask questions to elicit children's understanding. Teacher to use the phrase finger freeze and pose the question. Ask the children to Think, Pair, Share before asking for a response. Teacher to ask one pair for a response and continue reading. Use I do, We do, You do structure to support with answering the questions.	Children to pause their finger on the text, look at the teacher and listen to the question. In pairs children give responses, listening to one another and using the discussion guidelines of the year group. One pair responds. Chn use the I do, We do, You do method to answer the questions.	
Discussion/Written answers Questions at the end of text focus on reading hats/VIPERS. These can either be written or answered in discussion. If written question- these should follow a particular format (tick box, find and copy etc.) Rational of reading stage for chn and text			Teachers should give a rationale of why they have chosen to use this particular stage of reading and the particular style of questions.	n/a	

Extended Reading Lesson (Stage 3)

Crib sheet for teaching an extended reading lesson.	Teacher	Children	Date/Observation
Teacher to read and mark-up text according to the ability of children. Underline any words that need to be explicitly taught and write questions to pose throughout the text to elicit children's understanding of what is happening. Teacher to choose STAGE of reading with rationale to support the children's learning.	Teacher to mark-up longer text to support teaching.	n/a	
Stage 3 (You do) Children read chunks of texts independently and answer predetermined questions. Only stopping to identify words they are unsure of and looking them up in the dictionary.	Teacher tells the children where to read from and to. Tells the children they can put their hand up and ask questions if they are unsure on how to read a word or what it means. Teacher may ask certain child (HA) to look out for certain words and look up what they mean to make sense of the passage.	Children read the passage independently and note down/ask about any words they are unsure of. Use of dictionary look up unfamiliar words.	
Questions throughout text Questions throughout the text to elicit children's understanding of the text.	Teacher to ask the children to stop at predetermined point and write a summary of what they have read. Once all chn have finished the summary ask the children to Think, Pair, Share before asking for a response. Teacher to ask one pair for a response and continue reading.	Chn to finish reading given passage and complete a summary of what they have read. In pairs children give responses, listening to one another and using the discussion guidelines of the year group. One pair responds.	
Discussion/Written answers Questions at the end of text focus on reading hats/VIPERS. These can either be written or answered in discussion. If written question- these should follow a particular format (tick box, find and copy etc.)	Use I do, We do, You do structure to support with answering the questions.	Chn use the I do, We do, You do method to answer the questions.	
Rational of reading stage for chn and text	Teachers should give a rationale of why they have chosen to use this particular stage of reading and the particular style of questions.	n/a	

7c. Close Reading

Close Reading Lesson

Crib sheet for teaching a fluency reading lesson.	Teacher	Children	Date/Observation
Teacher to choose a piece of text to support year group analysis when reading. Underline any vocabulary that is integral to the children's understanding and create definitions/pictures for the slides.	Teacher to use text from reading book sequence.	n/a	
First Read Teacher to read the text and explain the chosen vocabulary through pictures or short descriptions (maximum of words/phrases chosen). Teacher to choose a theme they would like to explore with the children throughout the text. These could be: •Characters •Plot •Setting •Theme •Author's intentions •Comparison •Text structure •Language features	Read with fluency briefly stopping to implicitly teach pre-determined vocabulary. Teacher to tell the children the theme they will be exploring in the text.	Children to follow with 'reading' finger, ruler or line guide. Children to understand given theme and discuss as whole class, in groups, peer to peer.	
Second Read Line by line reading Prepare questions and explanations for line by line reading: Picking apart meaning Look at certain words Certain language features Analysis of above Leap Frog Reading: All the passage has been read. Go back at particular phrases/sentences used throughout. Once the children have read ask them to focus on particular things in the text. THEN LEAP FROG THROUGH THE TEXT Jump to different sentences for themes.	Teacher to explain the type of reading they will be using to analyse the text. Pose questions to the children to analyse the text. Pedagogy for questioning: cold call, think-pair-share, right is right, say it again better, bounce the answer to others (what did he say? What did they think? Do you agree/disagree?), clarify, build, give opinion. Teacher to draw answers out of children through discussion, focussing on a main theme.	Children actively engaged in whole class, group and peer discussion to answer posed questions in detail with a good understanding. Children highlighting, jotting, marking etc important parts of the texts that have been discussed that they feel might support analysis of chosen theme.	
Written Questions Two to three-mark questions based on the theme and the text to be answered independently.	Teacher to ask the three-mark questions Teacher to hold peer to peer and whole class discussion on children's initial answers. Teacher to model how to answer the 3-mark question. Using evidence from the text.	Children to jot down responses with evidence from the text. Children to discuss using given strategies and re-write answer with group thoughts.	

7d. Teachers reading aloud

When teachers read aloud to their class, we want them to be modelling what fluent reading looks like, demonstrating accuracy, automaticity, and prosody. In addition to this, we want teachers to show enthusiasm, curiosity and understanding of what they are reading. In short, our teachers need to show children how expert readers decode and comprehend.

The table below outlines some of the strategies that teachers can employ in order to model this expert reading to children.

Practise, Practise, Practise	Make sure you have practised reading the book aloud before reading to the children. This will give you the opportunity to think about the intonation you will use, which voices you will use for each character, to portray their personality. The style of voice you use will have to be maintained through the whole story for the children to listen and understand.
Prepare ahead of time	Take notes on important points that you would like to discuss with the children. Highlight specific vocabulary you think will need to be implicitly explained to the children. Make notes on where you would like to pause and explain a certain part of the story.
Introduce the book	Look at the title, cover, blurb and illustrations. Ask the children to predict what the book may be about and make links to already-told stories.
Make connections	Introduce, reinforce or extend children's understanding of the topic of the book. Link the themes in the book with children's background knowledge, learning they have been completing in the classroom, and to the wider world.
Encourage questions	As well as thinking about the questions you may ask the children, have pause points for the children to ask any questions they may have. This is to clarify understanding and deepen discussion around the book. Encourage children to make predictions on what you have read, about what might happen next.
Get in the flow	Try not to stop too many times. The magic of the story will come alive if you keep the flow. Children need to listen to a fluent retelling of the story, modelling how they should be reading books. Read with expression - vary your pace to allow time for children to think about what is coming next.
Memorable words and phrases	Emphasise memorable words and phrases. These will feed into children's vocabulary and awareness of the syntax of literary texts and increase their comprehension. Use phrases from the story later in different contexts, when children know the story well.
Asides	Be authentic when you are reading. Share your thought process with the children. Think about what you would say when particular events happen in the story: 'I can't believe he did that!' 'Oh, my goodness. He's not happy.' 'Whatever will he do next?'
Seating	Ensure you are in a good position where all of the children can see the book but can also see what your face and mouth are doing when you are reading.
Illustrations	Choose the illustrations you would like to talk about with the children that may have an impact on the theme or events. Give the children enough time to really look at the illustrations and comment on anything they may see.

Get stuck!	Do not be afraid to share with the children when you do not understand something. This may be the meaning of a word or an event in the story. Share with them how you might find out the answer; work together to solve the problem.
Save time for reactions	Ask the children what they thought of the story. Ask open-ended questions to encourage discussion about particular characters and events. Make links back to familiar stories you have read in the classroom.
Give recommendations	Have recommendations for other books that are similar. 'If you like this book then you could read.....'
Have fun!	This is an opportunity for you to show children how much fun reading book can be. Take the opportunity to be a reading teacher and enjoy the books you read with the children.

7a. Reading across the curriculum

Disciplinary literacy is a teaching approach that enables learners to think, read, write and speak like experts in a particular subject. It enables children to read, write, speak about, listen to and think conceptually and critically as experts in a certain subject.

Teaching disciplinary literacy is asking learners to “think, speak, read and write as a historian, scientist, or mathematician”, as Alex Quigley describes in Closing the Reading Gap. Disciplinary literacy provides children with subject specific tier three vocabulary, subject knowledge, skills and the ability to think critically in each subject area.

In order for learners to succeed in every subject, teachers have the responsibility of teaching them the subject-specific ways experts in different disciplines read, write, think and speak (Shanahan and Shanahan).

There are five main text structures that children will learn to read throughout the curriculum:

<i>Description</i>	<i>A text where the author simply describes something, e.g. a description of an artist life and work</i>
<i>Sequence</i>	<i>A text where the description is explicitly ordered sequentially, e.g. a chronological timeline in history.</i>
<i>Cause and Effect</i>	<i>A text where the author describes relationships between events and their outcomes, e.g. water on the growth of a plant</i>
<i>Compare and Contrast</i>	<i>A text where the author describes relationships between events and their outcomes, e.g. different viewpoints in history of The Second World War</i>
<i>Problem and solution</i>	<i>A text where the author illuminates connections between a problem and a solution, e.g. in P.S.H.E the issues of unhealthy eating with solution regarding making informed choices about a healthy diet.</i>

With each text teachers will think about how they are going to teach and read them to the children:

Fluency Reading – a text that is above the children’s level of reading and will require an amount of support

Extended Reading – a lengthy text that would be difficult for the children to read and understand on their own

Close Reading – a text with large amounts of tier 3 vocabulary and subject specific themes that are beyond the knowledge of the children

Independent reading – a text the children will comfortably be able to read and understand on their own.

All children need to expect to have to do something with what they have read so the reading is accountable. This could be answering questions, creating a class discussion, writing a short summary, following instructions etc.

Where appropriate, children explore a key book in their English lessons which is linked to the enquiry question/topic they are studying. To support this book, they will study a range of other texts that link to the main text and the curriculum questions. Throughout the term the children will read a wide range of high quality and diverse picture books, novels, poetry and non-fiction texts.

Background knowledge: 	What it is? Linking the books to the curriculum strands provides children with a broad understanding of the areas studied and enables strong cross-curricular links to be made across the year and throughout primary school. Our reading, foundation subjects and enrichment experiences are all linked and provide children with excellent background knowledge to develop an understanding of a world in which they live.	Strategies used to support background knowledge in wider curriculum: • Teachers allow children to read new knowledge before explaining it. • A range of books to support background knowledge within foundation subjects are available to the children in the classroom/corridor/library.
Vocabulary: 	What it is? Through linking the text to the curriculum, the children know, use and understand a wide range of vocabulary that link back to their learning. Tier 2 and 3 words are selected carefully from the National Curriculum and the books the children are learning about and from. Children are implicitly and explicitly taught new vocabulary and learn the definition of new words and how to use them correctly in each curriculum area. These words are then displayed in classrooms and revisited throughout the term and year.	Strategies used to support vocabulary in the wider curriculum: • Use the Word Aware/Reading Hats approach to introduce and teach new vocabulary words. • Words displayed in the vocabulary section of the enquiry/topic board. • Taught words revisited at the beginning of every enquiry/topic lesson. • Taught words revisited throughout the year to ensure children know and remember them. • Previously-learnt vocabulary returned to in future learning as appropriate.
Fluency: 	What it is? Throughout enquiry/topic teaching, children are exposed to books to support their learning. We recognise that children becoming fluent in reading enables them to access all areas of the curriculum. Within each enquiry/topic, planned reading is built in to the term with teachers modelling how to read with prosody and children practising these skills. Children learn when to use pace, expression and different tones of voice when reading different types of texts. This supports their understanding and enables them to retrieve information from the texts and link it with previous and current learning.	Strategies used to support fluency in the wider curriculum: • Explore the text type with the children and explain how it should be read. • Model reading the text with pace, fluency, emphasis and expression. • Ask the children to echo read passages to ensure children understand how to use fluency in the text they are reading. • Give children the opportunity to practise reading the text in groups and pairs. • Circle the room visiting certain groups to assess the children's fluency when reading the text.

Retrieval:



What is it?

Books are used across the curriculum to retrieve information and answer key questions to develop children's understanding of the world. Specific books are used in specific areas to support the children's learning e.g. atlases, historical sources, religious texts. Children are taught how to access the relevant information in these books. Once they have practised reading passages fluently, they will discuss the content and how to use this to answer questions about the subject they are studying.

Strategies to support retrieval in the wider curriculum:

- Provide a wealth of text-types linked to the various areas of learning.
- Ensure children have had time to practise reading the text fluently and discuss unknown vocabulary.
- Use key questions to ask children what they understand of about the text they are reading.
- Use exploratory talk to discuss key points in the text and the children's thoughts and ideas.
- Model finding key words to answer the questions.

A young girl with glasses is sitting on a bus, reading a book to two boys. The boy on the left is wearing a white shirt and dark trousers, and the boy on the right is wearing a red sweater and dark trousers. They are all sitting on a green cushioned bench. The girl is wearing a black t-shirt with a Disney logo. The background shows a window with a view of a city street.

8. Interventions

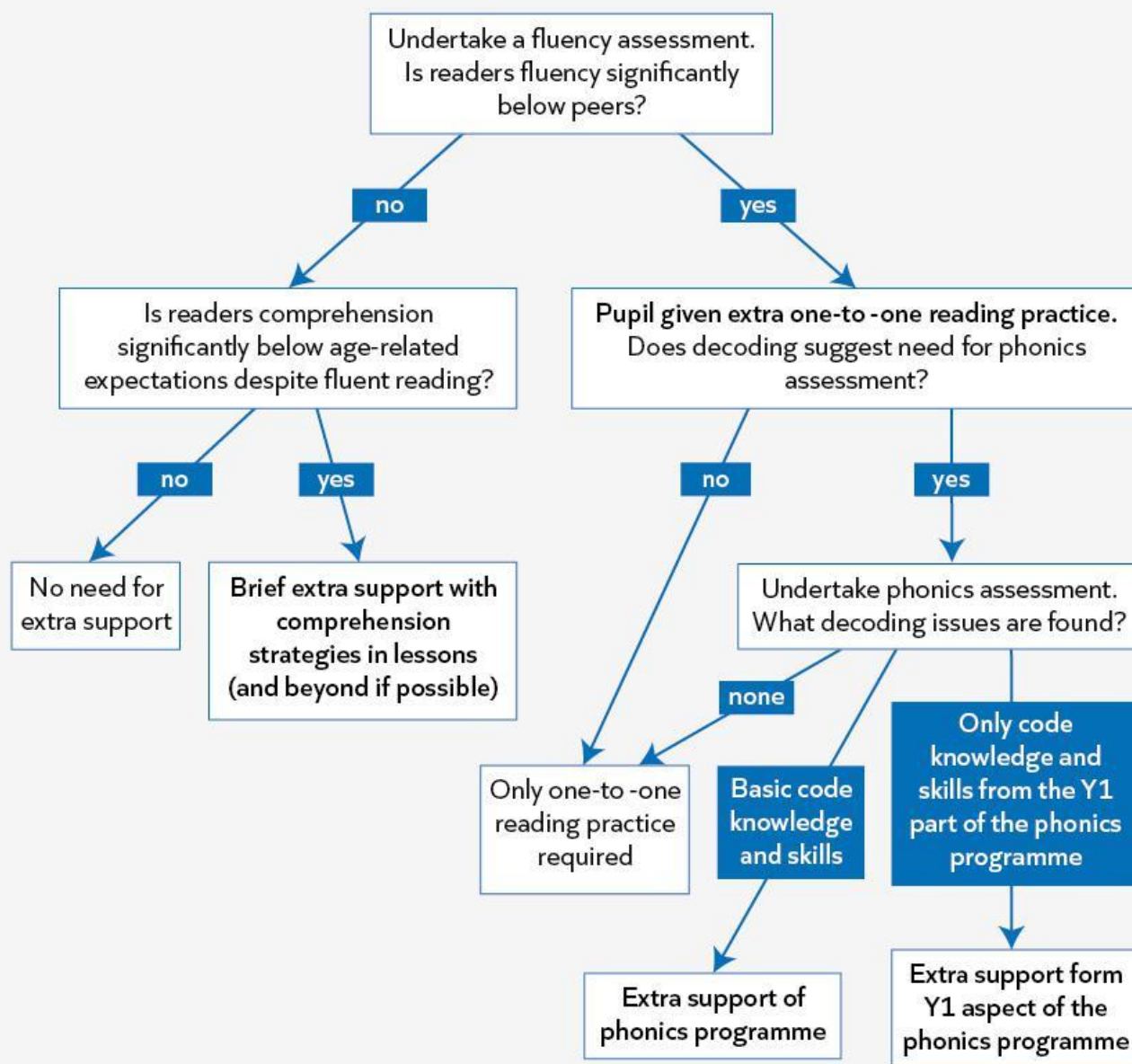
8a. Quality First Teaching

8b. Phonics Interventions

8c. Fluency Interventions

8d. Other Interventions

The flow chart below outlines how outcomes from assessment feeds into identification of additional support and/or intervention for children:



8a. Quality First Teaching

QFT strategies to consider when supporting SEND pupils who may present with barriers to developing reading fluency

Pre-teaching 	• Reading the text with an adult prior to teaching • Identifying key tier 2 vocabulary • Vocabulary mat to support text and build schema • summarising or identifying key points (visually) • Reduced language • Questioning
Adaptive teaching approaches 	• Adult led small Group support • Teacher to identify focus children to monitor echo reading and tracking • Support children to spot known graphemes in words they cannot read fluently and try to blend them to read. • Buddy up with a stronger reader, • Think about where children are sat – can they access the text? • using graphic or semantic organisers (visuals, vocabulary mats) • Scaffolding – keep adult scaffolding to a minimum • using peer and self-questioning strategies to practice the strategies (such as reciprocal questioning) • explicit teaching and instruction of strategies • flexible grouping (who can support/buddy) • Questioning prompts using phrases such as “I see/I think/I wonder...”
Resources 	• Enlarged texts • Physically ‘Chunk’ Reading (colour code/cut up sentences) • Coloured overlays • Reading rulers • Printed key questions for identified children to be used consistently with texts - Fiction: Who is the main character? Where is the story set? What might happen, what might happen next? - Non-Fiction: What is the text about? Can you tell me 3 key facts? What would you like to find out?

8b. Phonics Interventions

Phonics teaching can be embedded throughout the school day using the following approaches:

- Door Code (this could be a new GPC or a previous shared gap)
- Frequently refer back to the day's GPC on the frieze/learning wall
- Talk to children in sound talk (for non-blenders) e.g. "Where is your c-oat-t?"
- Adults to carry flashcards to show children at any and all transition times during the day e.g. lining up for assembly.

However, some children may require additional support in order to keep up with the pace of the phonics programme. Both Unlocking Letters and Sounds and Essential Letters and Sounds have bespoke phonics interventions which can be delivered to children who need this support.

Unlocking Letters and Sounds Interventions (Blackhorse):

Teachers review the assessment Excel spreadsheet, once a week, to inform interventions. Children who are working at the bottom 20% receive reading with the class teacher 3 times a week, an appropriate intervention and modifications of quality first teaching. Children with multiple gaps working at a higher percentage are then targeted. At the end of each phase, any child who can recall below 80% of the GPCs and CEWs will be chosen for an appropriate intervention.

- One 'Weekly Phonics Intervention Plan' per adult in the year group team (set up by the teacher, this can be handwritten)
- One adult in the class must have a sheet for the lowest 20%
- Other adults in the team can then focus on children who may not be the lowest 20% but have gaps in sounds or blending
- Teacher to use the sheets to update the Assessment Records as needed, using teaching judgement

Reception Responsibilities:

- Class Teacher is responsible for reading with the lowest 20% 3x per week
- Class Teacher is responsible for setting up the 'Weekly Phonics Intervention Plan' (separate to lowest 20%) that identifies the five children with the earliest gaps
- Teaching Assistant is responsible for carrying out the 'Weekly Phonics Intervention Plan'

KS1 and KS2 responsibilities:

- Class Teacher is responsible for reading with the lowest 20% 3x per week
- Class Teacher is responsible for setting up the 'Weekly Phonics Intervention Plan'
- Teaching Assistant is responsible for setting up and running interventions with lowest 20%. Children are to have one focus at a time e.g. phonemes or CEW. Choose the focus based on their barrier to accessing the next book band
- Teaching Assistant is responsible for carrying out the 'Weekly Phonics Intervention Plan'

Individual Assessment Record

Name of child:

Date of assessment and colour of highlighting:

Phase 1 Oral blending		m – a – n s – o – ck c – u – p p – e – g f – i – sh h – a – n – d t – e – n – t f – l – a – g			
Phase 2 Set 1 Set 2 Set 3 Set 4 Set 5		s a t p i n m d g o c k c k e u r h b f f l l s s	sat tap sap pat pan pin sit tip pit got pod cat can kit run sick deck red den hit hiss huff bill fun but		
Phase 2 Common exception words		l, no, go, to, the, into			
Phase 3 Set 6 Set 7 Set 8 Set 9 Set 10 Set 11 Set 12		j v w x y z z z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	jam van wet box yet zip fuzz quit chip shop that thing rain sheep high boat book toot farm fork hurt cow coin dear hair pure corner		
Phase 3 Common exception words		Me, we, be, he, she, was, you, they, all, are, her, my			
Phase 4 Words with adjacent consonants Polysyllabic words		spot trip glass track swim bend last drum went damp green train smart growl spoil chest tenth best paint boost handstand shampoo starlight floating lunchbox pondweed			
Phase 4 Common exception words		said have like so do some come were there little one when out what			
Phase 5a Y1 NC		ay ou ie ea oy ir ue(glue) ue (cue) aw wh ph ew (blew) ew (few) oe au ey /zh/ a_e e_e i_e o_e u_e	day cloud tie treat enjoy girl blue rescue lawn when dolphin blew nephew goes launch donkey division make these shine explode flute cube stink prophet whale catch serve		
Phase 5 Common exception words		oh their people Mr Mrs looked called asked water where who again thought through mouse work many laughed because different any eyes friends once please			
Phase 5b Alternate pronunciations of graphemes		a acorn fast was e he i mind o no u unit put ow snow ie chief ea head er her ou you could mould y by gym very ch school chef c cell g gent ey they			
Phase 5c Alternative spellings		/ch/ picture catch /j/ fudge /m/ lamb /n/ gnat knit /r/ wrap /s/ listen house /z/ please /u/ some /i/ happy donkey /ear/ here beer /ar/ father half /air/ there pear bare /or/ all four caught /ur/ learn word /oo/ could put /ai/ day came /ee/ see these happy chief key /igh/ pie by like /oa/ low toe bone /yoo/ cue stew tune /oo/ clue June blew /sh/ special station sugar chef			

Ambitious Expectations

Unlocking Potential with the Lowest 20%

At **Unlocking Letters and Sounds** we believe that every child can learn to read. For some children learning to read can take longer, and for these children mastering the skills needed to become a fluent and confident reader will require careful and considered support.

We believe that with high quality Wave One teaching, effective keep-up support and some targeted intervention, every child can become a reader.

In this document we aim to give educators practical intervention strategies to support children in overcoming barriers in reading.

A child who is struggling to read will need:

- a well-trained reading teacher or teaching assistant
- an educator with a clear understanding of where the child is struggling
- a targeted intervention that supports them to overcome a barrier
- at least one person who has faith that they will become a reader

Tips for Interventions

- One-to-one intervention
- Clear purposes for the intervention
- Be prepared with **Unlocking Letters and Sounds** resources
- Stay positive
- Simple instructions
- Try to stick to two minutes Appropriate praise (smile, nod or thumbs up)
- Fast, repeated practice
- Close monitoring of progress

Six Unlocking Letters and Sounds Interventions

Unlocking Letters and Sounds has six distinct interventions to support children who are struggling with reading. These are:

- Oral blending
- Blend and find
- Mix it up
- Spot it
- Precision grid
- Digraph and trigraph spotter

Oral blending



To support a child who cannot blend sounds.

Spot it



To support a child to recognise a given GPC.

Blend and find



To support a child that is beginning to blendsome sounds

Precision grid



To support a child to recognise a given GPC.

Mix it up



To support a child to blend.

Digraph and trigraph spotter



To support a child to spot and read digraphs or trigraphs in words.

Intervention 1 Oral Blending

To support a child who cannot blend sounds.

Resources Four picture cards

- 'My turn'**
Show the child one picture. Sound-talk the word slowly to match the picture. Do not say the word.
- 'Your turn'**
The child sound-talks the same word.
- 'My turn'**
Repeat at a faster pace and blend to say the word.
- Pass the picture to the child.
- 'Your turn'**
The child sound-talks the word and blends it to say the word.
- Repeat the process with all four pictures.
- Then sound-talk a picture. The child should point to the correct picture. As the child points, they should sound-talk the picture and blend to say the word.

Intervention 2 Blend and Find

To support a child that is beginning to blend some sounds.

Resources Show a picture of a scene – e.g. a farmyard, supermarket, garden, etc which has four objects in it that can be recognised and sound-talked

- 'My turn'**
Show the child the picture. Sound-talk to the child one of the objects that can be seen in the picture. Do not say the word.
- 'Your turn'**
The child sound-talks the same word.
- 'My turn'**
Repeat at a faster pace and ask the child to say the word.
- 'Your turn'**
The child sound-talks the word and blends it to say the word. The child then points to the object in the scene.
- Repeat the process for the other three objects in the picture.

Intervention 3 Mix It Up

To support a child to blend.

Resources Flashcards and word cards

1. Choose a focus grapheme that the child knows well.
2. Choose two words that feature that grapheme. The .Unlocking Letters and Sounds handbooks contain lists of suggested words for each grapheme.
3. **'My turn'**
Make one word using the grapheme flashcards. Point to each grapheme and say the phoneme. Then sweep your finger from left to right under the flashcards and say the whole word.
4. **'Your turn'**
The child repeats Step 3 with their flashcards.
5. **'My turn'**
The adult models mixing up the flashcards, then puts them into the correct order, saying the phoneme for each grapheme. Then they sweep their finger under the cards and say the word.
6. **'Your turn'**
The child repeats Step 3 with their flashcards.
7. Repeat Steps 3 to 6 with a second word containing the focus grapheme.
8. Then say, 'Now we will read the words fluently.' Show each of the words on a word card and ask the child to read the words aloud.

Intervention 4 Spot It (Fastest Fingers)

To support a child to recognise a given GPC.

Resources Flashcards

1. Identify a grapheme which the child is not secure with.
2. Show the grapheme on a flashcard.
3. **'My turn'**
Say the phoneme as your finger traces over the letter or letters. If it's a digraph or trigraph, tell the child the letter name for each letter. Then repeat the phoneme.
4. **'Your turn'**
The child says the phoneme three times when shown the flashcard.
5. Put the grapheme in with a small collection of known graphemes.
6. Ask, 'Can you spot the new grapheme?'
7. Show each flashcard in turn and wait for the child to say the sound.
8. If the child correctly identifies the grapheme, shuffle the cards and repeat.
9. If the child doesn't recognise the grapheme, tell them the phoneme. Ask the child to repeat and then put it closer to the front of the pack of flashcards.

Intervention 6 Digraph and Trigraph Spotter

To support a child to spot and read digraphs or trigraphs in words.

Resources Flashcards or word cards

1. Select a digraph or trigraph that the child is confident to identify when shown a flashcard.
2. Show the child the flashcard and ask them, 'What's the sound?' Repeat this three times.
3. Have a word containing the problem digraph or trigraph on a card.
4. **'My turn'**
Explain that you will place sound buttons on the word and then sound-talk the word. Remember that the digraph or trigraph will need a line under each letter.
5. **'Your turn'**
The child repeats this with their own word card.
6. **'My turn'**
Sound-talk the word whilst pointing at the sound buttons and then saying the word.
7. **'Your turn'**
The child sound-talks the word and says the word.
8. Repeat with three more words.
9. Then show the child the three word cards and ask them to read the words fluently.

Intervention 5 Precision Grid

To support a child to recognise a given GPC.

Resources Flashcards and pre-prepared grid (see next page)

1. Identify one GPC that the child is not secure in and three GPCs that they can confidently identify.
2. Show the child the focus grapheme on a flashcard. Say, 'This is the grapheme /p/. What's the sound?'
3. The child says the sound three times.
4. Place the letters in the 5-by-5 grid. Ensure that the focus sound is written twice on each line.
5. The child looks at the grid and points to each grapheme in turn, saying the matching phoneme.
6. Continue until the child reaches the end. Then show the flashcards again to check that the child can remember the phoneme.

Unlocking Letters and Sounds Example Intervention Record

Children are identified from the Unlocking Letters and Sounds assessment spread sheet and placed on an intervention form. An appropriate intervention is chosen with a focus GPC, CEW or activity.

These interventions are designed to be short and easily accessible - they can be delivered in the classroom, at transition points throughout the day or during an identified intervention session in the afternoon. The length of them ensures children are not missing out on too much of the quality first teaching in the classroom.



Weekly Phonics Intervention Plan Class: Ash

Adult: SOC **W/b:**

Example

- ✓ = child has achieved the intervention focus
- = child has had a go, but not yet been successful

Child's Name:	Intervention:	Intervention focus:	Intervention Completed?					Comments:
E****	Precision Grid	a	•	✓	•	✓	✓	No mistakes by the end of the week. Secure with "a" now.
A**	Precision Grid	t	✓	•	✓	✓	✓	Secure – ready to move on
N***	Precision Grid	t	•	✓	•	✓	•	
I***	Mix it up (sets 1-3)	Blending	•	•	•	•	•	Check oral blending?
J***	Mix it up (set 1)	Blending	✓	✓	✓	•	•	Inconsistent.
M*****	Blend and Find	Oral blending	•	•	•	•	•	

8b. Fluency Interventions

Fluent reading requires lots of practice. Children who need additional support to improve their accuracy, automaticity or prosody are targeted through monitored reading practice. Each class has a list of 'priority readers' who will benefit from additional reading practice in order to improve their fluency: these children should read aloud to an adult at least three times per week in school.

Some children require further targeted practice in order to develop their reading fluency. These children may take part in a fluency intervention, during which time they pre-read the text chosen for their whole-class fluency lesson with modelling and support from a HLTA. This provides the children with the additional monitored reading practice they require and enables them to access the whole-class fluency lessons with greater confidence and accuracy.

Specified children are allocated for a fluency intervention; this runs as follows:

- Target children receive 2 x 20 minutes teacher/HTLA- led sessions each week for 8 consecutive weeks
- The intervention comprises of 2 sessions:
Session A: modelled fluency session
Session B: text discussion session
- Children tackle a new text each week. These texts are carefully chosen and are at the level of reading we would expect the children to be reading independently by the end of the year

Session A Outline:

Step 1 – The adult reads a text, modelling expert prosody

Step 2 – Children echo the modelled prosody

Step 3 – The adult repeats a modelled prosodic read of a section of the text

Step 4 – Children echo the modelled prosody (using text marking where appropriate)

Step 5 – Children practise reading the section of text in pairs or small groups

Step 6 – Children 'performance read' the section of text to a group

Step 7 – The adult and children provide feedback to each other

Step 8 – After the first session children will take home a copy of the text to read multiple times. We will call the people who listen to the children the 'lucky listeners' and children will try and get as many lucky listeners to sign the back of their sheets as they can.

Session B Outline:

Step 1 – Children do a swift choral performance of the section read in Session A

Step 2 – The adult discusses new and unfamiliar vocabulary with the children

Step 3 – The adult asks the children a simple summary question about the characters, setting and the main theme of the text

Step 4 – The adult asks some retrieval questions to establish meaning and one inferential question at the end for the children to discuss using evidence from the text

8b. Other Interventions

At the end of each term, children will be assessed on their phonological knowledge and reading ability. **Children in the lowest 20% of readers in each class will read 3 times a week with a teacher and focus on areas of concern. These children will change on a termly basis depending on their progress.** Children who are struggling to retain phonemes will be entered into a phonics intervention. Children who have a good phonological awareness but are struggling to read fluently and comprehend will be put into an appropriate intervention. This will be dependent on their reading scores from the running record, reading speed, fluency rubric and comprehension.

At Blackhorse, we have a team of specialist Teaching Assistants managed by the Reading Lead who contribute towards the school reading ethos. They support the school's reading for pleasure strategy and help manage book stock and promotion. They also provide 1-1 and group reading support across the key stages. They work hard to boost confidence around reading and use a child centred thrive approach to build strong relationships with the children they work with.

The Reading Intervention Team (RIT) work with the reading lead, teachers and the SENCO to identify children in need of additional reading support.

Children in receipt of Pupil Premium have guaranteed access to the Reading Intervention team at least once a term and receive sessions tailored to their ability. If parents/ carers have concerns about reading, they can offer help and advice.

EYFS

The EYFS RIT role is to support the teaching from class phonics lessons with 1-1 and small group work. Children who need additional support to secure and apply their phonic learning will come to the RIT, using a child centred approach to address SEMH needs and foster a love of books and reading. Assessment and support for mid-year transfer and EAL students new to the school is also part of the EYFS RIT role.

As specialists in early phonics acquisition, they sometimes support children in KS1 working towards their expected level. They also work with the KS1 team to run guided reading sessions across EYFS and KS1 classes, as well as monitoring and maintaining EYFS book stock.

KS1 Reading Team

The KS1 team work to support reading in 1-1 sessions and guided reading in Year 1 and 2. They also run guided reading group sessions for the EYFS classes. The RIT support progressing children's reading by securing phonic decoding, blending, accuracy, fluency, vocabulary recognition and comprehension skills. They work according to the cohort's needs under the direction of the Reading Lead. Their role often includes bespoke 1-1 sessions tailored to individual's needs. PP children reading below expectation will have regular sessions; PP children reading at expected level or above will receive check-ins at least termly.

They support class teachers with reading assessment and the Reading Lead with identifying the lowest 20%, and help monitor PP, SEN & EHCP children's reading progress.

In addition, they oversee book stock, new book purchases, Reading for Pleasure display and the library management system.

KS2 Reading Team

The KS2 team work with children across the classes. The RIT support progressing children's reading by securing phonic decoding, blending, accuracy, fluency, vocabulary recognition and comprehension skills. They work according to the cohort's needs under the direction of the Reading Lead. The RIT offer group interventions in fluency and inference alongside bespoke 1-1 reading support. Individual sessions are tailored to the child focusing on key strategies to secure fluent, accurate reading. PP children reading below expectation will have regular sessions; PP children reading at expected level or above will receive check-ins at least termly. Feedback is given to class teachers on a regular basis; strategies are agreed to promote progress. The RIT team will also support with reading assessment and SATS. In addition, they oversee book stock, new book purchases, Reading for Pleasure display and the library management system.



Acknowledgements:

Forest Hill
Partnership



Our thanks to the staff of the Forest Hill Partnership for sharing their initial reading strategy, which provided the structure for this document.

Unlocking
Letters &
Sounds



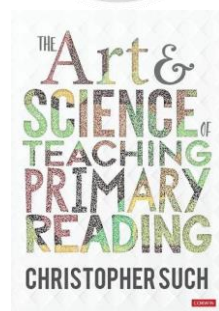
Our thanks to Unlocking Letters and Sounds, the school's chosen Systematic Synthetic Phonics Approach, for their training and support.

Mangotsfield
English Hub



Our thanks to Mangotsfield English Hub for their ongoing Training and Support, particularly in relation to 'Unlocking Letters and Sounds'

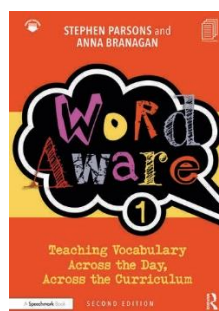
Chris Such



Chris Supported the school through generously giving his time to help us develop reading fluency strategies.

His book 'The Art and Science of teaching Primary Reading' provided much of the background for this strategy. All materials in this guide from this book are subject to copyright.

Word Aware



The school received training from Word Aware to inform the Vocabulary strategies within this guide.

All Word Aware materials in this guide are subject to copyright.

Our thanks also to the many authors, researchers & teachers whose collective knowledge and teaching strategies have informed this strategy document.



Primary Excellence Partnership 2023