

























Reading Strategy

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1. Strategy Overview

<div>  </div>	Book Bands	Phonics Teaching	Fluency			Vocabulary			Reading Hats	VIPERS questions	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 Teaching (Blast Hat and Word Aware)			Book Band (Questions from BM)	NFER/ Test Base		
EYFS	T2	Ph 2	BH 44 EG 40		0-4		BH 15 EG 23	Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them Implicit Vocabulary- define and practise words as they are encountered in the text.		VIPERS questions to elicit understanding focusing on vocabulary, retrieval and inference.	85% accuracy on comprehension questions at book band level for Year and Term (Bench marking) 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	50 52				18 44						I can talk about my favourite book and explain why with my peers.	
	T6	Ph 4	50 52				32 60							
Year 1	T2	Ph 5 (i)	70 74	Speed sounds including Phase 5 alternatives	0-4		41 69						I can talk about my favourite book and explain why with my peers.	Guided Fluency x5
	T4	Ph 5 (ii)	98 123				58 73							
	T6	Ph 5	197 123				58 73							
Year 2	T2	Turquoise Ph 5 Consolidation		60 wpm	5-8		21						I can talk about a favourite book I have read in school and why I like it with my peers.	Fluency x2 Extended/Comprehension x2
	T4	Purple Sound families & alternative Graphemes.		70 wpm 90 wpm			42 64						I can name some authors of books I have read.	
	T6	Gold											I can make links with the different books I read between the characters, plot and setting.	
Year 3	T2	White Phonics starters to recap		100 wpm 100 wpm 100 wpm	9-11		18 36 53	Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.					I can pick a book that I might like to read from the shelf and explain why I have chosen it.	Fluency x2 Extended/Comprehension x2
	T4	Lime					18 36						I can explain why I have picked a book from the shelf and why I might like it.	
	T6	Brown					54						I can talk about different genres of books; the ones I like and the ones I am yet to try.	
Year 4	T2	Brown		110 wpm 120 wpm 120 wpm	12-14		18 36 53						I can recommend a book to my teacher/peers.	Fluency x2 Extended/Comprehension x1 Close x1
	T4	Brown					20 40 60						I can explain to my peers why I have picked a book from the shelf and why I might like it.	
	T6	Grey					24 48 60						I can discuss the different books I have read and the authors who have written the books. I can make links to other books I have read.	
Year 5	T2	Grey		140 wpm 120 wpm 140 wpm	15-16		14 28 41						I can recommend books to my friends based on genre and plot.	Fluency x1 Extended/Comprehension x2 Close x1
	T4	Blue					14 28						I can confidently pick a book from the shelf that I might like to read.	
	T6	Blue					42 66						I can discuss different genres, plots, characters, themes in the books I read and talk about the ones I like.	
Year 6	T2	Blue		150 wpm 150 wpm 150 wpm									I can recommend a wide range of books to my peers and explain why they might like them.	Extended x2 Close x2 (Fluency when needed)
	T4	Maroon												
	T6	Black/Ch												

2. Systematic Synthetic Phonics

2a. Essential Letters and Sounds

2a. Essential Letters and Sounds



We follow the Essential Letters and Sounds approach for teaching Phonics. ELS is a systematic synthetic phonics programme which has been validated by the Department for Education. ELS was created to ensure every child can read well, quickly.

There are five key principles upon which ELS is based:

1. The delivery of whole-class, high-quality first teaching with well-structured daily lessons plans

- A whole-class approach ensures that all children benefit from the full curriculum. Whole-class, daily phonics teaching begins from the first days of reception.
- No phonics learning time is wasted even if staffing and/or the learning environment changes. Children will get the same high-quality first teaching every lesson, every day throughout the ELS programme.
- Every aspect of the lesson is modelled for children – the teacher’s main purpose is to teach the children rather than to test them.

2. The use of consistent terminology by teachers, children and parents

- Whole-school training in ELS is provided so that the whole school understands how ELS works and adheres to the ELS system, using the same terminology.
- Parents and carers are given regularly information about how ELS works and how they can support their child with learning to read.

3. The use of consistent resources that support effective teaching

- Every ELS lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success.

4. Repetition and reinforcement of learning

- Every lesson begins with an opportunity to review prior learning and ends with an opportunity to reinforce new learning.
- Regular review lessons are planned into the teaching sequence to reinforce key learning.
- Children have multiple opportunities within each lesson to practise and repeat learning.

5. Regular and manageable assessment to ensure that all children ‘keep up’ rather than ‘catch up’

- Interventions are delivered within the lesson, by the teacher, meaning any child who is struggling with the new knowledge is immediately targeted with appropriate support.
- Assessment takes place during week 5 of every term. This allows teachers and leaders to identify any children who require further support to keep up with the pace of the programme. ELS has three interventions that are to be delivered on a one-to-one basis (see ‘Interventions’ section).

Progression

We begin teaching phonics to the children in Reception as soon as they are in school full-time. All pupils in Reception and Year 1 have a daily phonics lesson which helps children to learn their sounds for reading and writing. The Essential Letters and Sounds progression is clearly structured to teach sounds systematically, ensuring swift progression and inbuilt opportunities for revision to consolidate learning. Children in Year 2 begin the year with targeted phonics teaching based on outcomes from the Year 1 Phonics Screening Check.

The detailed progression for Essential Letters and Sounds shows the GPCs and 'Harder to Read and Spell Words' that are taught on a week-by-week basis.

Teaching Sequence

We follow a clear teaching sequence that is present in all phonics lessons, with subtle differences to each stage of the lesson depending upon the Phase which is being taught. This sequence is clearly set out in the Essential Letters and Sounds guidance.

Review – Teach – Practise – Apply – Review

Reading

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

The school has a range of fully-decodable reading books which match the progression of ELS. Children are therefore provided with books to read that accurately match their phonic knowledge; regular assessment of children's reading supports this. Each child is sent home with at least one decodable book each week, alongside any sharing texts or picture books. The decodable books are to be kept for one week and re-read at least four times.

Adults in school will hear children read their fully-decodable reading book on a 1-1 basis.

In addition to fully-decodable reading books, children in Year 1 will apply their phonic knowledge during the 'Apply' phase of each phonics lesson, where they work in pairs to read a passage of text with increasing fluency and automaticity, following modelling by the teacher. Adults will monitor children's reading and offer support where needed.

Assessment

Assessment of children's reading skills is key to ensuring that all children make rapid progress through the programme, and that they keep up rather than catch up.

Ongoing formative assessment takes part in every ELS lesson – adults are continually monitoring, assessing and supporting children's GPC recognition, blending, segmenting and writing skills.

Summative assessment is planned in to week 5 of every term as part of the ELS progression. This allows all members of staff to target and close any gaps that may be present and enables direct intervention to take place before any upcoming school holidays. During these weeks, teachers use Phonics Tracker (online) to assess children's GPC recognition, blending, and recognition of 'Harder to Read and Spell Words' as shown below.

Children in Year 1 also take part in statutory assessment of their phonics knowledge and blending skills through the Phonics Screening Check, which takes place during Term 6 each year.

Reception

Assessment Location on Phonics Tracker and Corresponding Name				
When to assess	Assessments	Phonemes	Blending	High Frequency Words
Aut 1, Week 5	EY Aut1	EY Aut1 GPC	EY Aut1 words	EY Aut1 HRSW
Aut 2, Week 5	EY Aut2	EY Aut2 GPC	EY Aut2 words	EY Aut2 HRSW
Spr 1, Week 5	EY Spr1	EY Spr1 GPC	EY Spr1 words	
Spr 2, Week 5	EY Spr2		EY Spr2 words	EY Spr2 HRSW
Sum 1, Week 5	EY Sum1		EY Sum1 words	
Sum 2, Week 5	EY Sum2	EY Sum2 GPC	EY Sum2 words	EY Sum2 HRSW

Year One

Assessment Location on Phonics Tracker and Corresponding Name				
When to assess	Assessments	Phonemes	Blending	High Frequency Words
Aut 1, Week 5	K1 Aut1	K1 Aut1 GPC	K1 Aut1 words	
Aut 2, Week 5	K1 Aut2	K1 Aut2 GPC	K1 Aut2 words	K1 Aut2 HRSW
Spr 1, Week 5	K1 Spr1		K1 Spr1 words	K1 Spr1 HRSW
Spr 2, Week 5	K1 Spr2		K1 Spr2 words	
Sum 1, Week 5	K1 Sum1		K1 Sum1 words	
Sum 2, Week 5	K1 Sum2		K1 Sum2 words	

The ELS Handbook outlines the percentage of GPCs and real/pseudo words children should be able to recall and read at each assessment point:

Reception Contents		
Assessment Name	GPCs and Words (real and pseudo) Covered	'On Track' Percentage
EY Aut1	GPCs: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ss Words: at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red	70% GPCs (12/17) <i>There is no 'on track' for words as blending is a new skill.</i>
EY Aut2	GPCs: h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa Words: less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Pseudo: beff, gock, wint, queem, jaib, vight	83% GPCs (20/24) <i>There is no 'on track' for words as blending is a new skill, as a guide, if children have 'on track' recall for GPCs they should be able to decode and blend approximately 50% of the real words.</i>
EY Spr1	GPCs: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Words: cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow Pseudo: zoch, quair, tarsh, goid, plear, fleebow	75% GPCs (9/12) >66% Real words (8/12)
EY Spr2	Words: fan, egg, miss, cow, pure, snow, burn, wait, torch, coast, chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear	>70% Real words
EY Sum1	cvcc ccvc ccvcc ccvcc and suffix -ed /ed/ /t/ /d/ Words: painted, bumped, joined, fxes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained, strapped, scrolled, splashes Pseudo: laig, spown, thurb, zerd, fure, glinked	>70% Real words
EY Sum2	GPCs: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Words: play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Pseudo: phid, whom, claup, droy, scabe, fleme	68% GPCs (11/16) >68% Real words (11/16)

Year 1 Content		
Assessment Name	GPCs and Words (real and pseudo) Covered	'On Track' Percentage for GPCs
K1 Aut1	GPCs: ay, ou, ie, ea, oy, ir, ue, aw Words: spray, proud, dried, treat, enjoy, third, bluebell, awning. Pseudo: flay, frou, zied, cheans, oyt, hix, creud, jawp.	75% GPCs (6/8) 75% Real words (6/8)
K1 Aut2	GPCs: wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c, y, al Words: whisper, nephew, goes, launched, chimney, named, extreme, lime, globe, flute, city, walked Pseudo: phape, whoin, shude, plice, cralk, drepe, shroe, voppy	85% GPCs (13/14) 75% Real words (9/12)
K1 Spr1	Words: acorn, they, steak, weight, rather, she, blind, flying, photo, wand, awful, music, chemist, chef, feather, working, learn, group, shoulder, field, swerve, gym Pseudo: frew, flap, zey, phobe, ulf, thazz, hiff, scrim	>75% Real words (17/22)
K1 Spr2	Words: share, there, bear, catch, monkey, gem, gentle, fringe edge, squidge, listen, bounce, prince, mouse, horse, sign, gnome, knee, knight, write, wrench, climb, noise, raised, squeeze, breeze, cheer, here, option Pseudo: cax, jash, coid, ter, paip, riss, zeb, chueg	>75% Real words (23/29)
K1 Sum1	<i>This follows the same structure as a PSC (12, 8, 8, 12). We have put real words first to assess the GPCs taught in Week 6 of Spring 2.</i>	Pass mark 32/40 (80%)
K1 Sum2	<i>This is a prepared story extract with questions. Please time how long it takes your children to read the passage. By the end of KS1, we expect children to read at 90 words per minute (0.66 wps). This passage is 90 words long. There are questions to support your understanding of the child's comprehension.</i>	Children reading this is less than 1min and 20 seconds (0.88 wps)

Children who are not 'on track' will benefit from additional review inside the classroom as well as 1-1 intervention – see 'Intervention' section.

Addressing common gaps

If between 80% and 90% of children recognise a GPC, the flashcard needs to be used as part of the review section of phonics lessons at least 3x per week.

If between 50% and 80% of children recognise a GPC, the flashcard needs to be used as part of daily review.

If less than 50% of children recognise a GPC, this needs to be re-taught to the whole class during week 6.

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC –er –est

Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Assess and review week R:14	/igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Revise: /igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5






Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ʊ/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> –tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> –tious (scrumptious) /sh/ <ci> (delicious) –ous, –ion, –ian


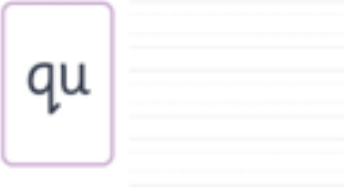









Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

How we Teach and Monitor Essential Letters and Sounds


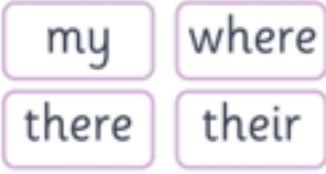



Teaching a new GPC







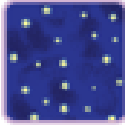

Review up to 12 grapheme cards 	<p>Move cards front to back</p> <p>Children to say pure sounds, say each sound once</p> <p>'Me then you' for any sounds children are not saying correctly</p>
Review Harder to Read and Spell words <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">we</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">me</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">a</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">she</div> </div>	<p>'Me then you' each word individually and then all 4 in different orders</p> <p>'Me then you' using one of the words in a sentence</p> <p>Children create a sentence in pairs, teacher to check sense and scaffold as needed</p>
Review oral blending <div style="display: flex; justify-content: space-around;">   </div>	<p>Robot arms and blending hands</p> <p>'Me then you' with amount of support/scaffolding gradually reduced where appropriate</p>
Review known words <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">yum</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">zip</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">bell</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">went</div> </div>	<p>Reading finger</p> <p>Teacher to point at each grapheme silently</p> <p>Children to sound out in head as much as possible and blend aloud to read</p> <p>Use word in sentence or clarify meaning</p> <p>'Me then you' each word individually with increasing speed</p>
Teach new Harder to Read and Spell word <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: 100px;">be</div>	<p>'Me then you' the new word</p> <p>Clarify meaning of word</p> <p>Model why the word is a HRS word and identify the part of the word that makes it HRS</p> <p>'Me then you' using the HRS word in a sentence</p> <p>Children create a sentence in pairs, teacher to check sense and scaffold as needed</p>
Teach new GPC 	<p>'Drum roll' ... "Today's new sound is..."</p> <p>'Me then you' the new sound</p> <p>Say new sound to the ceiling, floor, window, door</p>
Teach new GPC <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: 60px;">qu</div> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: 60px;">  </div> </div>	<p>'Me then you' the new sound whilst pointing to the grapheme and describe as needed (e.g. it's a digraph; it's another way of writing ...)</p> <p>'Me then you' the mnemonic or rhyme</p>

<p>Teach new GPC</p> 	<p>'Me then you' the new sound and the words they are in whilst pointing to each picture</p>
<p>Teach how to write new GPC</p> 	<p>Model on whiteboard using mnemonic to practise letter formation where appropriate</p> <p>Children practise writing new GPC</p>
<p>Practise reading words containing new GPC</p> 	<p>Reading finger</p> <p>'My turn your turn' find new GPC the word, sound out and blend, gradually remove scaffold so children read independently</p> <p>Reveal picture and clarify meaning as needed</p>
<p>Practise identifying the new GPC in the pack of review cards</p> 	<p>Move cards front to back</p> <p>Children to say pure sounds, say each sound once</p> <p>'Me then you' for any sounds children are not saying correctly</p> <p>"There you are" when children spot the new GPC, re-hide and continue</p>
<p>Apply reading phrases, captions, sentences</p> <p>The duck quacks.</p> 	<p>Model identifying HRS words and words with new GPC in the sentence</p> <p>Reading finger</p> <p>Shared sounding out and blending including re-reading whole sentence, adding expression. Use picture to check understanding</p>
<p>Apply using workbook or follow-up activity</p>	<p>Use spelling sequence when supporting children with writing words</p> <ul style="list-style-type: none"> • Say the word  • Stretch the word  • Segment the word  • Blend the word  • Count the sounds within the word  • Say the whole word 




Teaching a Review lesson or a Phase 4 lesson



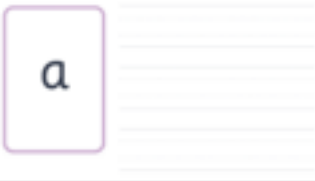



In advance of teaching, identify words for oral blending, words for writing and a suitable decodable book/story.

<p>Review up to 12 grapheme cards</p> 	<p>Select cards from recent teaching or GPCs that children need to practise from your assessment</p> <p>Move cards front to back</p> <p>Children to say pure sounds, say each sound once</p> <p>'Me then you' for any sounds children are not saying correctly</p>
<p>Review Harder to Read and Spell words</p>  <p><small>Can you use the word 'there' in a sentence?</small></p>	<p>'Me then you' each word individually and then all 4 in different orders</p> <p>'Me then you' using one of the words in a sentence</p> <p>Children create a sentence in pairs, teacher to check sense and scaffold as needed. Repeat with intonation and expression</p>
<p>Review oral blending</p> 	<p>Robot arms and blending hands</p> <p>'Me then you' with amount of support/scaffolding gradually reduced where appropriate</p> <p>Segment carefully and ensure clear pronunciation of each phoneme</p>
<p>Teach/Practise Harder to Read and Spell words (if applicable)</p> <p><small>Let's write some of the new harder to read and spell words.</small></p>  <p>_____</p>	<p>'Me then you' the HRS word</p> <p>Identify the part of the word that makes it harder to read and spell</p> <p>Model writing the word, referring to letter-formation rhymes.</p> <p>Children write the word on mini-whiteboards – use teacher judgement to identify how many times children should write it</p>
<p>Teach/Practise reading words with taught sounds</p> <p>plant</p> 	<p>Reading finger</p> <p>Identify any GPCs the children may need support with</p> <p>'Me then you' – sound out and blend the word, say the whole word.</p> <p>Gradually remove scaffold so children read more independently – particularly during periods of longer review</p> <p>Reveal picture and check for meaning</p> <p>Read pseudo words in the same way</p>
<p>Teach/Practise reading phrases, captions, sentences</p>	<p>Model identifying HRS words and any challenging GPCs</p>

<p>Where is my hairbrush?</p>  	<p>Remind children about capitals letters and any other sentence punctuation</p> <p>Reading finger</p> <p>Shared sounding out and blending including re-reading whole sentence, adding expression – ‘me then you’ where needed. Use picture to check understanding</p>
<p>Teach/Practise writing words with taught sounds</p>    	<p>Use spelling sequence to segment a word – children to do alongside adult – repeat each section of sequence:</p> <ul style="list-style-type: none"> - Say the word - Stretch the word - Robot arms and blending hands - Count the sounds - Say the word <p>Model using ‘count the sounds’ to write the word. Refer to letter-writing mnemonics to support letter formation</p> <p>Reading finger – whole class to sound out and blend teacher model to check the word has been written correctly</p> <p>Remove model. Children to write the word on mini-whiteboards. Reveal model for children to self-mark and correct</p> <p>Repeat with up to 3 words (on second slide) – children to become increasingly independent. Not all children will write all 3 words</p>
<p>Teach/Practise writing a caption or sentence</p>  	<p>Verbally ‘Me then you’ the sentence several times including breaking the sentence down into individual words. Count the number of words</p> <p>Shared writing of sentence using spelling sequence (as above) and referring to HRS words and punctuation</p> <p>Read completed sentence together</p> <p>If appropriate, remove model and support children to recall and write the sentence on mini-whiteboards. Reveal model for children to self-mark and correct</p>
<p>Apply by sharing a decodable reader or a story book including examples of sounds covered recently</p>	<p>This may be done separately from the phonics lesson</p> <p>This does not need to be a new book every day and you do not need to read the whole book</p>

Teaching a Phase 5 alternative GPC

<p>Review up to 12 grapheme cards</p> 	<p>Move cards front to back</p> <p>Children to say pure sounds, say each sound once</p> <p>'Me then you' for any sounds children are not saying correctly</p>
<p>Review Harder to Read and Spell words</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">he</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">whole</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">there</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">oh</div> </div>	<p>'Me then you' each word individually and then all 4 in different orders</p> <p>'Me then you' using one of the words in a sentence</p> <p>Children create a sentence in pairs, teacher to check sense and scaffold as needed</p>
<p>Review oral blending</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Robot arms and blending hands</p> <p>'Me then you' with amount of support/scaffolding gradually reduced where appropriate</p>
<p>Review known words</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">tie</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">steps</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">beach</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">blue</div> </div>	<p>Reading finger</p> <p>Teacher to point at each grapheme silently</p> <p>Children to sound out in head as much as possible and blend aloud to read</p> <p>'Me then you' each word individually with increasing speed and fluency</p>
<p>Teach new Harder to Read and Spell word (if applicable)</p>	<p>'Me then you' the new word</p> <p>Clarify meaning of word</p> <p>Model why the word is a HRS word and identify the part of the word that makes it HRS</p> <p>'Me then you' using the HRS word in a sentence</p> <p>Children create a sentence in pairs, teacher to check sense and scaffold as needed</p>
<p>Teach – show and say graphemes for sound</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; margin: 10px;">ai</div> <div style="border: 1px solid black; padding: 10px; margin: 10px;">a</div> </div>	<p>Recap previously taught graphemes that make the same sound as today's alternative grapheme.</p> <p>Explain that we are going to learn a new way to spell this sound.</p> <p>If the alternative grapheme is already known as another GPC, make reference to the fact that this grapheme can make different sounds and we might need to test out the different sounds when we read to see which one sounds right.</p>

<p>Teach alternative grapheme</p> 	<p>'Me then you' the alternative grapheme and the mnemonic</p>
<p>Teach alternative grapheme</p> 	<p>'Me then you' the alternative grapheme and the words they are in whilst pointing to each picture</p>
<p>Teach how to write alternative grapheme</p> 	<p>Model on whiteboard using mnemonic to practise letter formation where appropriate</p> <p>Children practise writing grapheme (if needed)</p>
<p>Practise reading words containing alternative grapheme</p> 	<p>Say "In these words, the grapheme ____ makes the sound _____. Let's read the words."</p> <p>Reading finger</p> <p>'My turn your turn' find alternative grapheme within the word, sound out and blend. Say the whole word. Gradually remove scaffold so children read independently</p> <p>Reveal picture and clarify meaning as needed</p>
<p>Practise sorting words with different graphemes/pronunciations (where appropriate)</p> 	<p>Show sorted examples and model sounding out and blending each word. Highlight the alternative grapheme</p> <p>Click on the pen to open sorting activity</p> <p>Verbalise the table headings and remind children that we are learning alternative graphemes</p> <p>Children to sound out, blend and sort the words into the correct column – support as needed</p>
<p>Apply reading captions and sentences</p> 	<p>Model identifying HRS words and words with the focus GPCs in the sentence</p> <p>Reading finger</p> <p>Shared sounding out and blending including re-reading whole sentence, adding expression. Use picture to check understanding</p>
<p>Apply using workbook or follow-up activity</p>	<p>Use spelling sequence when supporting children with writing words</p>

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 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 Harder to Read and Spell Words (outlined in Essential Letters and Sounds).

Once children have acquired the GPCs taught as part of Essential Letters and Sounds, 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 Harder to Read and Spell words within the phonics programme.

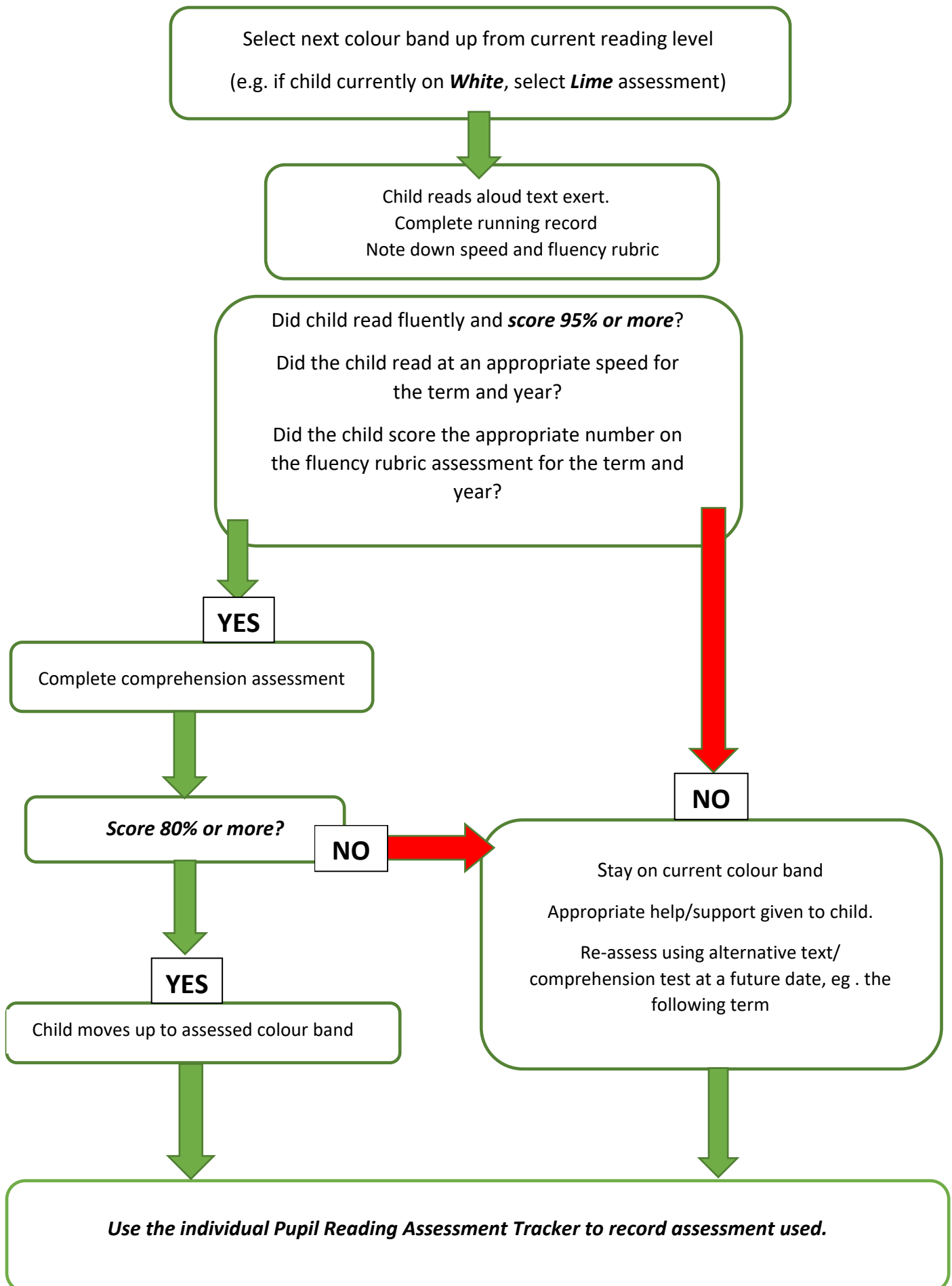
Book Bands

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 can not 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





Name:	Date:	Strategies used
<p>The Night of the Bear</p> <p>My name is Maddy. I live in Canada and I am eight years old.</p> <p>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.</p> <p>The first night, after we put up the tents, Dad hung his backpack from a high branch of a tree.</p> <p>As the four of us were sitting round the campfire and toasting marshmallows, I asked Dad why he put his backpack so high up.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Miscues total:</div>		
<p>Reading Symbols</p> <p>No errors ✓ = correct SC = self-corrected</p> <p>Miscues/errors T = told word O = omitted word ^ = inserted word Write any incorrect word above</p>		

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 choppiness. 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.**

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
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Each of the word meanings will be taught in context using the strategies of 'Black Hat' (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.



Black Hat

We refer to unknown vocabulary as 'Black Hat' vocabulary, as part of our use of Reading Hats to teaching reading comprehension strategies.

Prior to reading a text, teachers identify up to five Tier 2 vocabulary words that will be taught explicitly to children. These words are then taught in context, using dual coding, clear definitions or actions. These words are revisited across the week/term and are displayed within the learning environment, and children are supported and encouraged to use these words in their writing.

Children are also taught 'Black Hat' strategies for working out meanings of unknown vocabulary when reading independently:

1. **Read around the word** – Can you work out the meaning from the context?
2. **Word class** – What type of word is it?
3. **Etymology and morphology** – Is there a word within the word? Does it look like it could be related to another word?
4. **Substitution** – Can you use a synonym in its place?
5. **Partner** – Does your partner know what the word means?
6. **Dictionary** – Can you find the meaning in a dictionary?

Across the curriculum, teachers identify Tier 2 and Tier 3 vocabulary to teach, as part of their curriculum planning. These words are introduced in context during teaching and learning, are displayed with dual coding within the learning environment, and are revisited as part of quizzing.

5. Comprehension

5a. Book Bands

5b. Reading Hats

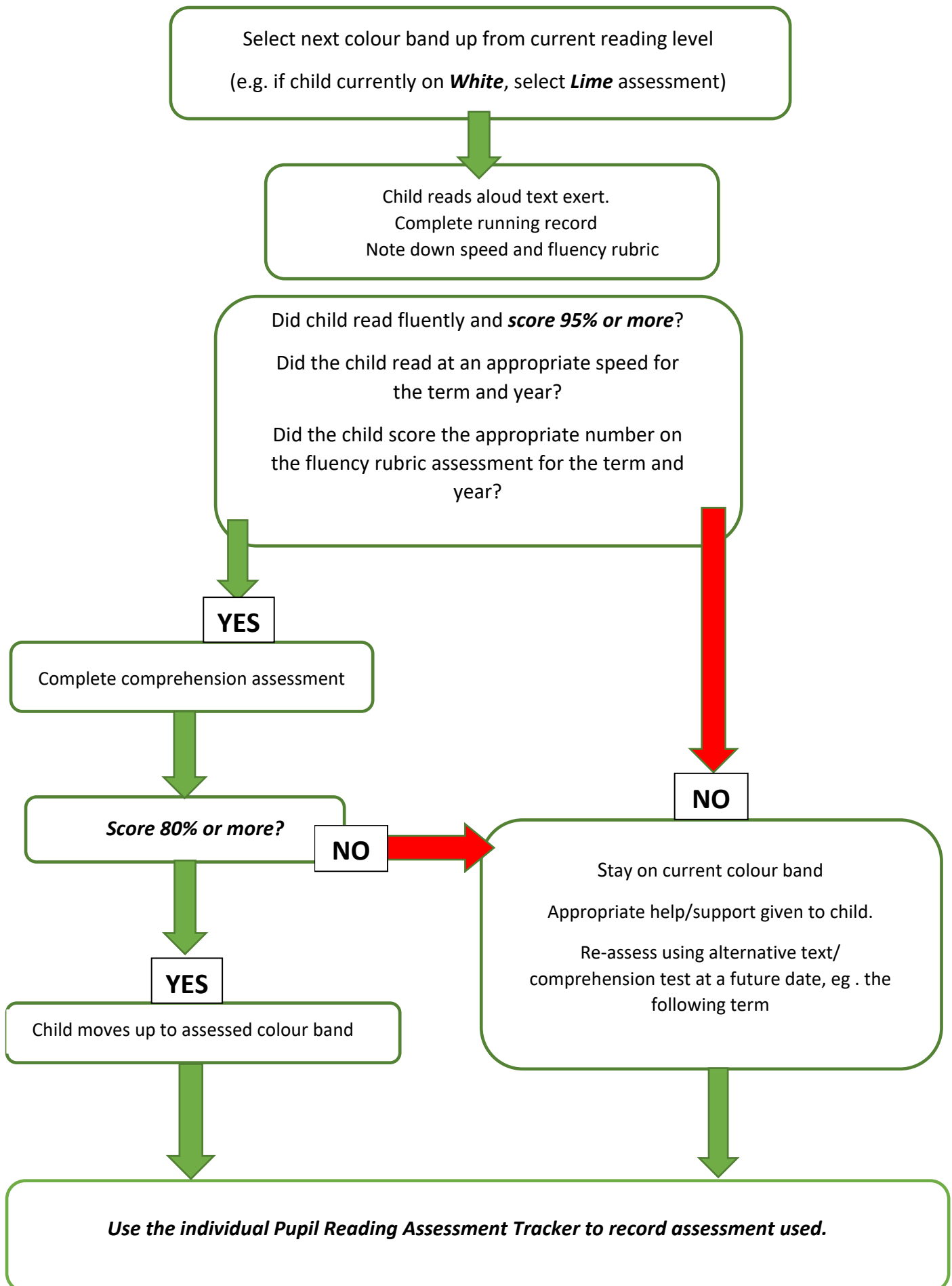
5c. NFER

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



5b. Reading Hats

At Emersons Green, we use 'Reading Hats' as a whole-school approach to teaching key reading comprehension skills. There are 7 'Reading Hats', outlined below, that cover the key content domains of reading comprehension. Questions are posed to children throughout and at the end of reading lessons, with links explicitly made to 'Reading Hats' so that children know which 'type' of question they are being asked and how to go about answering it. Children may answer these questions through discussion, oral rehearsal or written response, with teachers modelling and scaffolding through the 'I Do, We Do, You Do' approach. Our reading curriculum outlines the reading foci for each term within each year group, with the relevant 'Reading Hats' identified. Our 'Reading Hats' progression document also shows how each strand develops and progresses across the school.



BLACK HAT – CAUTION

Black Hat encourages children to identify what they don't know when reading. This includes **vocabulary** as well as **prior knowledge of time, place, genre and theme**.

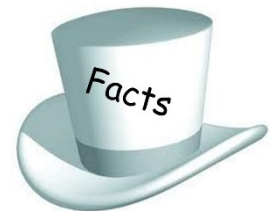
Black Hat is especially useful in ensuring children are checking their familiarity with any new vocabulary they are faced with. They must be given time to explore these new words, **using a range of strategies**; this could be by using a root word, through exploring the context, finding synonyms or checking the meaning using a dictionary.

WHITE HAT – FACTS

White Hat is used to find evidence and answers directly from the text – facts.

Examples of White Hat questions include:

- Who...?
- What...?
- Where...?
- When...?
- How...?
- Find evidence that...



The key feature of White Hat is that **children should always be referring closely to and copying from the text.**

White Hat underpins all other Hats, in that children should always be referring to the text when answering comprehension questions.



RED HAT – FEELINGS

Red Hat is about exploring feelings – those of the reader, the characters and the author.

Examples of Red Hat questions include:

- How is xxx feeling?
- What do you think about xxx?
- Why do you think xxx did xxx?
- Do you like the character/setting/ending?
- What does the author think about xxx?

We use **"I think..."** to answer Red Hat questions. We can then build on these initial ideas by using White Hat – **"I think... because in the text it says..."**



BLUE HAT – EXPLAINING

Blue Hat is used for children to delve deeper into their thinking and reasoning – thinking about thinking. This is a 'challenge' and links closely to '3 mark' reading comprehension questions. Teachers may ask "So what?" to encourage children to explaining their ideas in more detail.

Blue Hat is often used alongside Red Hat and White Hat, so that children construct answers using **"I think... because in the text it says... which means..."**

YELLOW HAT – EFFECTS

Yellow Hat is used to describe, discuss and analyse the different effects authors create with their writing. Examples of Yellow Hat questions include:



- What is the effect of using words such as xxx and xxx?
- Can you find a simile/metaphor? What image does this create for the reader?
- Can you find any words/phrases that are used to create tension/humour/excitement/atmosphere?
- How does the author make you want to continue reading the story?

Children often need support in explaining the different effects, in order to move away from answers such as "It's an effective word to use." A 'bank' of possible effects is useful for this. **White Hat** should continue to be used alongside **Yellow Hat**, so that children are referring closely to specific examples of language in the text.



PURPLE HAT – ORGANISATION

Purple Hat asks children to describe the layout, presentation and organisation of a text. Examples of Purple Hat questions include:

- How many paragraphs are there on the page? How are they used?
- What is the purpose of xxx? (e.g. labelled diagram, contents page, subheadings)
- Why is xxx bold/underlined/in italics?
- How does this paragraph/chapter link back to the beginning?
- Find three features that tell us this is a newspaper/non-chronological report/instructions.

GREEN HAT – CREATIVITY

Green Hat is all about using the key elements/features of a text (found using White Hat) to innovate. This includes:



- Prediction
- Summarising
- Making links between texts; Identifying themes

Green Hat also makes close links to the wider English curriculum, for example:

- Orally retelling a story; Story mapping; Writing a sequel or a story following a similar structure/theme/plot-line
- Drama and role-play

5c. NFER

Children's reading is formally assessed using the NFER Reading materials. In Years 2-5, these are used at the end of each term (Autumn, Spring, Summer). Children in Year 1 complete their first NFER Reading assessment at the end of the summer term, whilst children in Year 6 are assessed using SATs papers from previous years, before undertaking the statutory Key Stage 2 English reading test in May of each year.

Each NFER reading test is comprised of a reading stimulus booklet made up of three unrelated texts of different genres and text-types. To accompany the reading stimulus booklet, there is an answer booklet with questions relating to each of the texts presented.

The NFER teacher guidance outlines how each test should be administered, including the length of time to be given and how breaks can be used if needed. Children must work through the test materials independently. **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, SENCO and class teacher before applying the reasonable adjustment.**

After the test has been completed, teachers mark the children's work and use the table provided in the NFER teacher guide to find a standardised score. NFER also given guidance as to what an 'average' child should achieve on each test – teachers should use this information as a guideline for whether children have achieved or exceeded the 'expected' level.

Outcomes from the NFER Reading tests should be used alongside a child's reading evidence base and teachers' judgements of the child's reading abilities in order to ascertain whether a child is 'Below', 'Off Track', 'On Track' or 'Above' age-related expectations.

6. Enjoyment

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.

Children in EYFS and Key Stage 1 have a daily 'story vote'. The teachers select two books and the children vote to choose which one they would like to hear read aloud. The books that teachers select cover a wide range of fiction and non-fiction, ensuring children are exposed to a variety of genres, authors, structures and text types. Where appropriate, the books link to whole-class learning (for example books by the author being studied in literacy lessons or books linked to foundation subject learning). Children are encouraged to join in with repeated phrases and to discuss the characters, settings and plots in stories. New vocabulary is taught implicitly as part of these story time sessions. Children in EYFS and KS1 also hear and learn a range of poetry through the Poetry Basket.

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.



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, we 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 school, 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 school. 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.



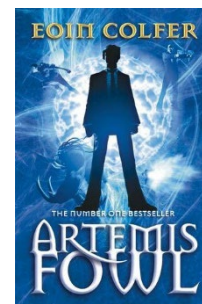
A suspenseful story with a problem or puzzle to be solved. Classic murder mysteries and detective stories fit in this genre.

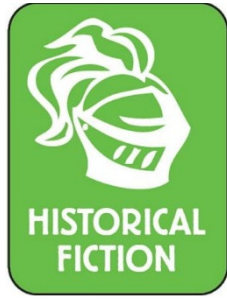


A story which could not happen in real life. Will contain fantastical elements such as talking animals or magic.



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

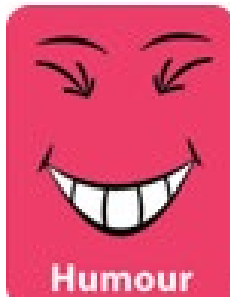
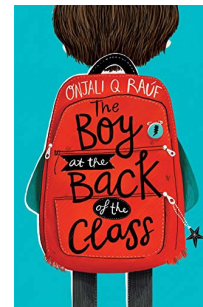




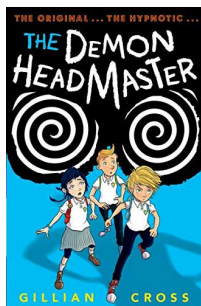
Fictional characters in a story set in a specific time period in history. Includes novels with storylines following both modern day and historical characters.



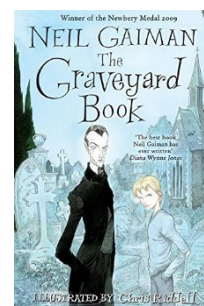
A story with made up characters in a realistic setting. Something you could imagine happening in real life; includes themes such as school, friendship and families.



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

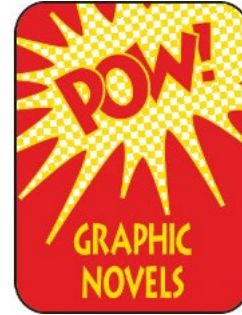
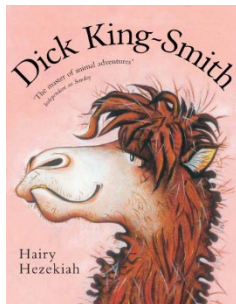


Books to scare or shock the reader. Will have an element of suspense and thrill. Ghosts, vampires, ghouls, werewolves or zombies may feature.

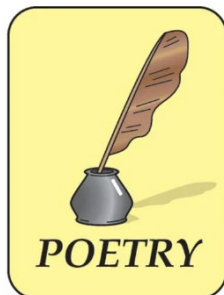
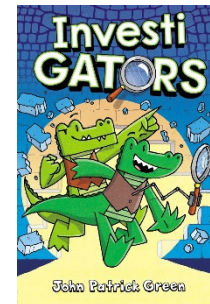




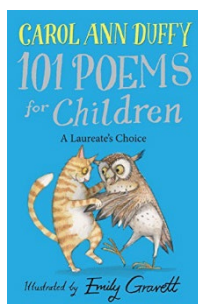
These books will contain animals as a central character or theme. The plot may contain fantastical talking animals or animals in a real-world setting.



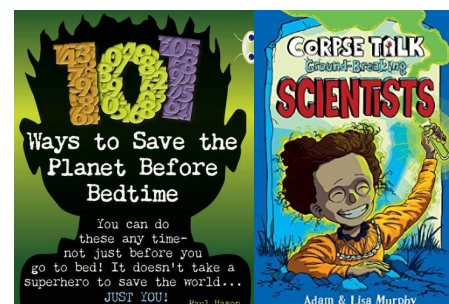
Graphic novels are comic-style books with shorter chunks of text. They cross other genres such as Animals/ Fantasy/ Science-Fiction and Adventure.

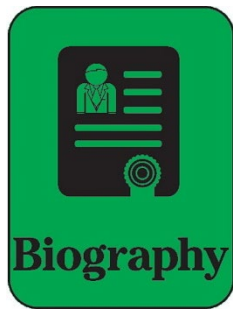


Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme.



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.



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 mark-up longer text to support teaching.	n/a	
Teacher to choose STAGE of reading with rational to support the children's learning. 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.		<p>Teacher reading fluently, pausing and clicking (or making a sound cue) for children to choral read a word or phrase.</p> <p>Teacher ensuring all children are keeping up with the pace and following along.</p> <p>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.</p>	<p>Children to follow with 'reading' finger, ruler or line guide.</p> <p>Active participation of all children when giving choral response to teacher's given cue.</p> <p>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.</p>	
Questions throughout text Questions throughout the text to elicit children's understanding of the text.		<p>Teacher to stop at predetermined point and ask questions to elicit children's understanding.</p> <p>Teacher to use the phrase finger freeze and pose the question. Ask the children to Think, Pair, Share before asking for a response.</p> <p>Teacher to ask one pair for a response and continue reading.</p> <p>Use I do, We do, You do structure to support with answering the questions.</p>	<p>Children to pause their finger on the text, look at the teacher and listen to the question.</p> <p>In pairs children give responses, listening to one another and using the discussion guidelines of the year group.</p> <p>One pair responds.</p> <p>Chn use the I do, We do, You do method to answer the questions.</p>	
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 rational 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.			Teacher 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.	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.) Rationale of reading stage for chn and text			Use I do, We do, You do structure to support with answering the questions. 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 mark-up longer text to support teaching.	n/a	
Teacher to choose STAGE of reading with rationale to support the children's learning. 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.	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 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.

<p>Background knowledge:</p> 	<p>What it is?</p> <p>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.</p>	<p>Strategies used to support background knowledge in wider curriculum:</p> <ul style="list-style-type: none"> • 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.
<p>Vocabulary:</p> 	<p>What it is?</p> <p>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.</p>	<p>Strategies used to support vocabulary in the wider curriculum:</p> <ul style="list-style-type: none"> • Use the Reading Hats approach to introduce and teach new vocabulary words. • Words displayed in the vocabulary section of the topic boards. • Taught words revisited at the beginning of foundation subject lessons through quizzing strategies. • Taught words revisited throughout the year to ensure children know and remember them. • Previously-learnt vocabulary returned to in future learning as appropriate.
<p>Fluency:</p> 	<p>What it is?</p> <p>Throughout foundation subject 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 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.</p>	<p>Strategies used to support fluency in the wider curriculum:</p> <ul style="list-style-type: none"> • 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.

8. Interventions

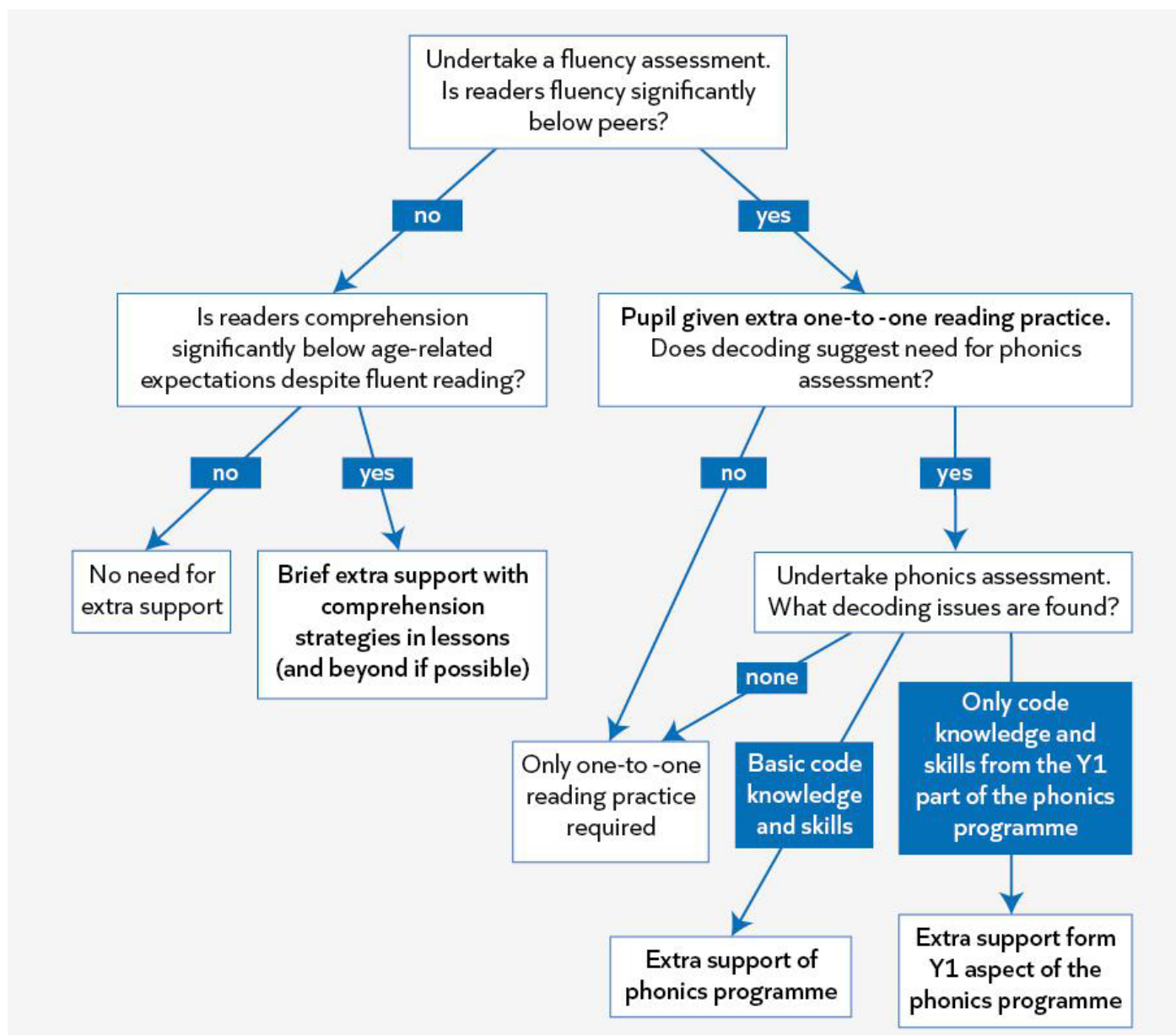
8a. Quality First Teaching

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

We employ a range of Quality First Teaching strategies when supporting pupils with SEND who may present with barriers to developing reading fluency:

<p>Pre-teaching</p> 	<ul style="list-style-type: none"> • 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
<p>Adaptive teaching approaches</p> 	<ul style="list-style-type: none"> • 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) • 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...”
<p>Resources</p> 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 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. Essential Letters and Sounds have bespoke phonics interventions which can be delivered to children who need this support.

Essential Letters and Sounds Interventions

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. However, if children require further support to keep up with the pace of the programme, ELS has three interventions that are to be delivered on a one-to-one basis. These are intended to be short and concise, lasting no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day.

Oral Blending

This intervention supports children struggling with oral blending and those with auditory processing difficulties. It allows children who require additional practise of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the adult needs to model sound-talking for the child, who then sound-talks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others.

Oral blending	
Review	Orally blend up to three words that the child has successfully orally blended before. Using robot arms, model sounding out, and then the child repeats the sounds (if necessary) and says the whole word.
Teach	Model sound-talking and blending a whole word with less familiar GPCs; for example, /r/ /ai/ /n/ – rain. The child repeats this. Do the same with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
Practise	Sound-talk a word – do not blend the whole word, as the child needs to practise blending independently. The child repeats the sounds and says the whole word. Repeat with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
Apply	<p>Oral storytelling: read aloud a pre-planned short extract*. Choose six words within the extract to be sounded out. These words should vary in length and include GPCs children have already learned and ones they have not yet been taught. The focus here is on ensuring that the child can sound-talk the word and blend. Model sounding out the word, and then the child repeats the sounds in the word and says the whole word. Continue with the story.</p> <p>When the child is more confident with their oral blending, they do not need to sound-talk the word first; they can just blend it.</p>

Grapheme-phoneme correspondence recognition

This intervention involves deliberately over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to ELS, those with additional needs and those with auditory processing weaknesses or a fluency block.

This intervention is targeted to the day's teaching or can be used after the half-termly assessment to address any gaps that may be apparent.

The intervention follows a similar structure to the whole-class session: reviewing previously taught sounds using grapheme cards, teaching the sound/grapheme that needs reinforcing, and applying this skill by word-building and blending.

GPC recognition	
Review	Review up to 12 known sounds using grapheme cards. Where appropriate, model reading the sounds using 'Me, then you'.
Teach	Say the new sound for the child to repeat. Repeat the sound multiple times. Show the grapheme for the sound – say the sound, then show the grapheme. Repeat multiple times. Show the picture and mnemonic for the grapheme. Model running your finger over the grapheme whilst saying the sound. The child then repeats this.
Practise	Spot the grapheme in known words from the lesson or from the word list provided (see Week-by-week Progression Appendix i). Use sound tiles or magnetic letters to make the word. Identify the focus grapheme within the word. Point to the grapheme, sound-talk the word and then blend to read the whole word. The child repeats this.
Apply	Use a decodable reader to show the child sentences that have words with the new sound, known sounds and known HRS words. The child reads the sentences (not necessarily the whole book).
Review	Review the focus sound by showing the grapheme and using 'Me, then you' to model saying the sound. Show the focus grapheme throughout the day and ask the child to say the sound.

Blending for reading

This intervention supports a child who requires additional practice for blending. Adults need to be aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these. Again, this intervention particularly supports the needs of children with auditory processing weaknesses, those new to English, and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds.

Blending for reading	
Review	Review reading words with known sounds, including those recently taught, to build fluency and accuracy.
Teach	<p>Show the focus grapheme/s, for example <ai>. Say the sound and ask the child to repeat. Do this multiple times.</p> <p>Say a word with the focus sound, for example 'rain'. The child repeats.</p> <p>Sound-talk the word using robot arms and then blend using blending hands.</p> <p>Say the sound and show the grapheme (using a grapheme card or magnetic letters).</p> <p>Make the word using grapheme cards or magnetic letters.</p> <p>Point at each grapheme and read the word.</p> <p>Repeat with up to four other words that include the focus sound.</p>
Practise	<p>Use word cards to read words with the focus grapheme and other known words.</p> <p>First read-through for each grapheme card: spot the grapheme, sound-talk the word, read the word.</p> <p>Second read-through for each grapheme card: model reading the word quickly. The child repeats.</p>
Apply	Use decodable readers that include the focus sound for spotting sounds. Read words from the book, particularly those with the focus sound. Read sentences that contain words with the focus grapheme and other known graphemes.

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
- The intervention comprises of 2 sessions:
 - Session A: modelled fluency session
 - Session B: text discussion session
- Children tackle a new text each week.

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 Emersons Green, we use the Rapid reading programme to support children in Key Stage 2 who find reading difficult. Rapid provides finely-levelled fiction and non-fiction reading books which are designed to inspire struggling readers. Each text has been designed to ensure that pupils make steady progress with their reading. Some of the features that ensure this progress are:

- A limited number of different words within each text.
- Thematically-linked fiction and non-fiction texts, within one book.
- Fiction texts within each 'Set' share the same main characters.
- Short texts, designed for a 10-minute reading intervention session.
- Chunked text boxes divide the text, to ensure that texts do not look daunting for pupils.
- Rapid texts use a specially-designed font to help readers to make important distinctions between confusable letters such as 'b' and 'd'.

The Rapid programme comprises Rapid Starter, Series 1 and Series 2. Series 1 and Series 2 are divided into six stages of reading development, with each stage sub-divided into Set A and Set B. Each Set is made up of four books.

For many pupils, the starting point within the Rapid programme will be Stage 1 Set A. The table below can be used to determine whether a different start point would be more appropriate.

Rapid Level	Reading Age
Starter 1 Set A or B	5.0 – 5.3
Starter 1 Set A or B	5.3 – 5.6
Stage 1 Set A or B	5.3 – 5.11
Stage 2 Set A or B	6.0 – 6.5
Stage 3 Set A or B	6.6 – 6.11
Stage 4 Set A or B	7.0 – 7.5
Stage 5 Set A or B	7.6 – 7.11
Stage 6 Set A or B	8.0 – 8.5

A Rapid intervention session is made up of three stages – Before Reading, Reading the Text, After Reading.

Before Reading

Adults introduce the reading book to the pupil and, using page 1 of the book, asks them to select the text they wish to read – fiction or non-fiction.

Together, the adult and pupil read the 'Before Reading' page:

- Talk about the characters or the 'Find out about' section.
- Point to and read the tricky words together.
- Read the title together.
- Give a lively reading of the 'Story/Text starter' to launch the pupil into the reading.

Reading the Text

The pupil reads the text independently. Adult employs the 'Pause and Prompt' strategies if the pupil begins to struggle, and praises the pupil when they are successful.

After Reading

The adult and pupil read the 'Quiz' page together, with the pupil answering the 'Text Detective' and 'Word Detective' questions. The adult supports the pupil to revisit the relevant pages and encourages them to find the focus words.

Once a pupil has read the four books in the Stage and Set they are working within, adults use the related Benchmark Book to assess whether the pupil is ready to progress to the next level. Adults introduce the book and share the 'Before Reading' page. The pupil then begins reading. Adults listen to the child read and carry out the Running Record, before gathering the results to determine the child's accuracy rate. The pupil then answers the related 'Text Detective', 'Word Detective' and 'Super Speller' questions, which the adult marks to identify the pupil's comprehension score. Pupils reading at a 90+% accuracy rate and scoring 7+ for comprehension are ready to progress to the next Set of Rapid; pupils scoring below this need further practice at the same Rapid level.