



**2024-2025**



## **The Welbeck Federations approach to phonics, reading and post phonics strategy.**

### **Vision**

Working together on our journey to success

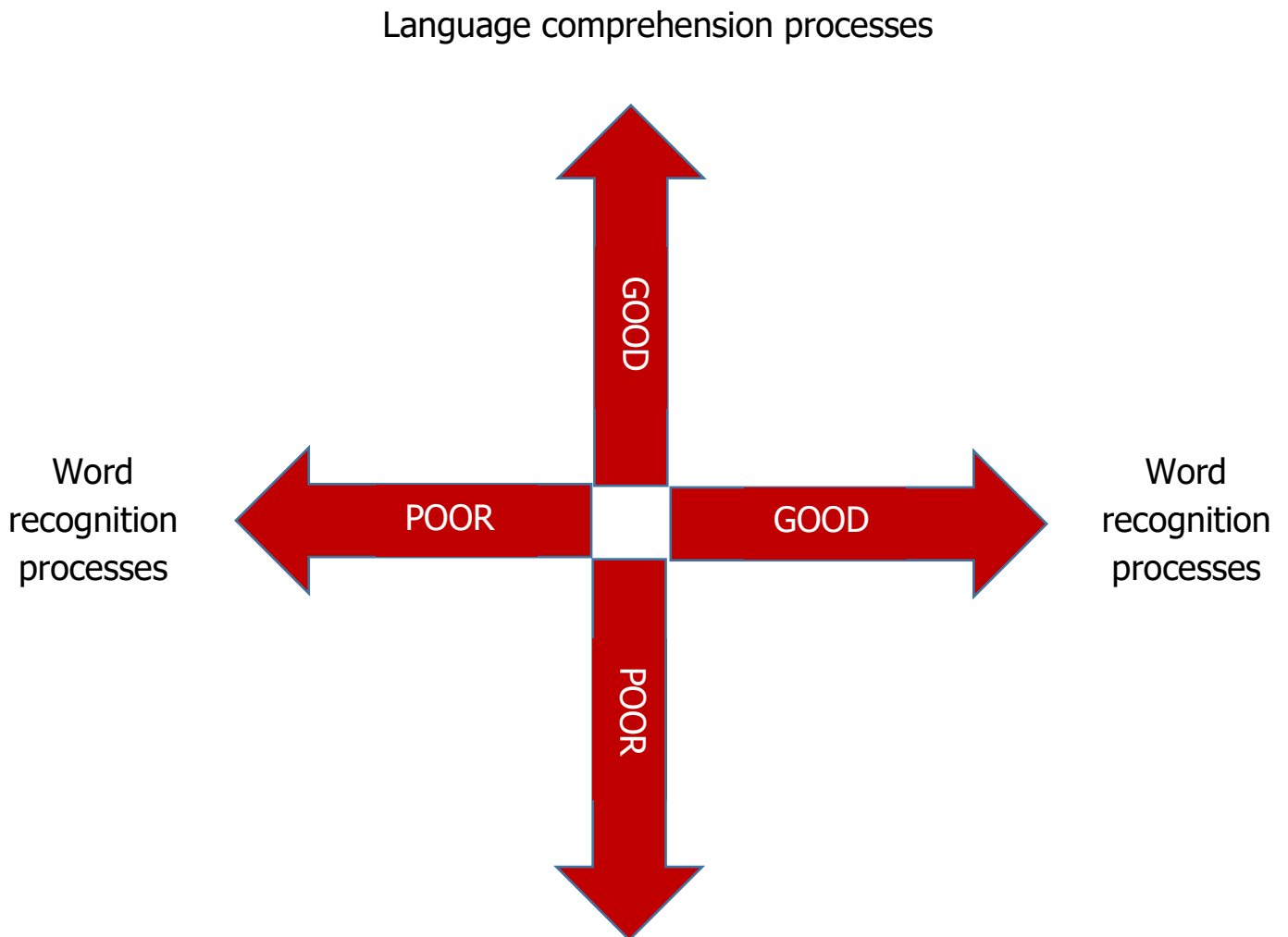
Leadership is shared across the two schools and that staff work together to make sure that our children fulfil their potential; from starting with us in the Nursery until they leave at the end of Year 6.

*Reading is the gateway for children that makes all other learning possible - Barack Obama*

*Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading - DfE 2007*

## Teaching Early Reading. A Simple View.

Letters and Sounds is based on the 'simple view of reading' as outlined in the Independent Review of Early Reading.



Language comprehension processes

Children should be taught to use  
phonic knowledge and skills as the  
route to decode words

**National Curriculum in England 2014**

*Every pupil will learn to read regardless of background, needs or abilities' - Ofsted Handbook 2019*

## **Intent**

At The Welbeck Federation of Schools, we believe our reading curriculum is designed to enable our pupils to become fluent readers, master and comprehend the elements that make an enticing read and be consumed by a love for books.

Through a balance of exposure to engaging story-telling and high-quality phonics teaching, our children rapidly learn the phonetic code and develop determination to read independently with fluency and enjoyment from an early age. Once fluency of reading is mastered, we begin the journey of developing a deep understanding of an author's intention, choice of words and use of technique. Our children can appreciate how a mood, feeling or thirst for information is created whilst developing their own voice as a reader and discovering their own preferences and opinions in literature.

To combat a deprivation of vocabulary, we recognise and prioritise the importance of providing our children with a breadth of current and exciting literature, chosen in part for their ability to expand their cultural capital. Staff prioritise the teaching of reading from an early age, recognising the vital role it plays in unlocking other areas of learning.

## **Implementation**

Reading is taught daily and builds on previous knowledge and experiences and focuses on the knowledge and skills stated in the National Curriculum.

## **Key Concepts**

Reading Lessons will focus on the key concepts of being a reader, within the breadth of the Foundation, KS1 and KS2 topics. The broad key skills for Reading are:

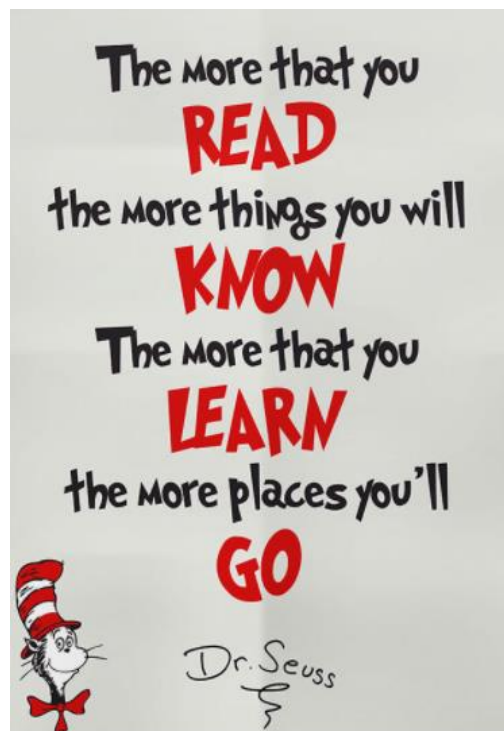
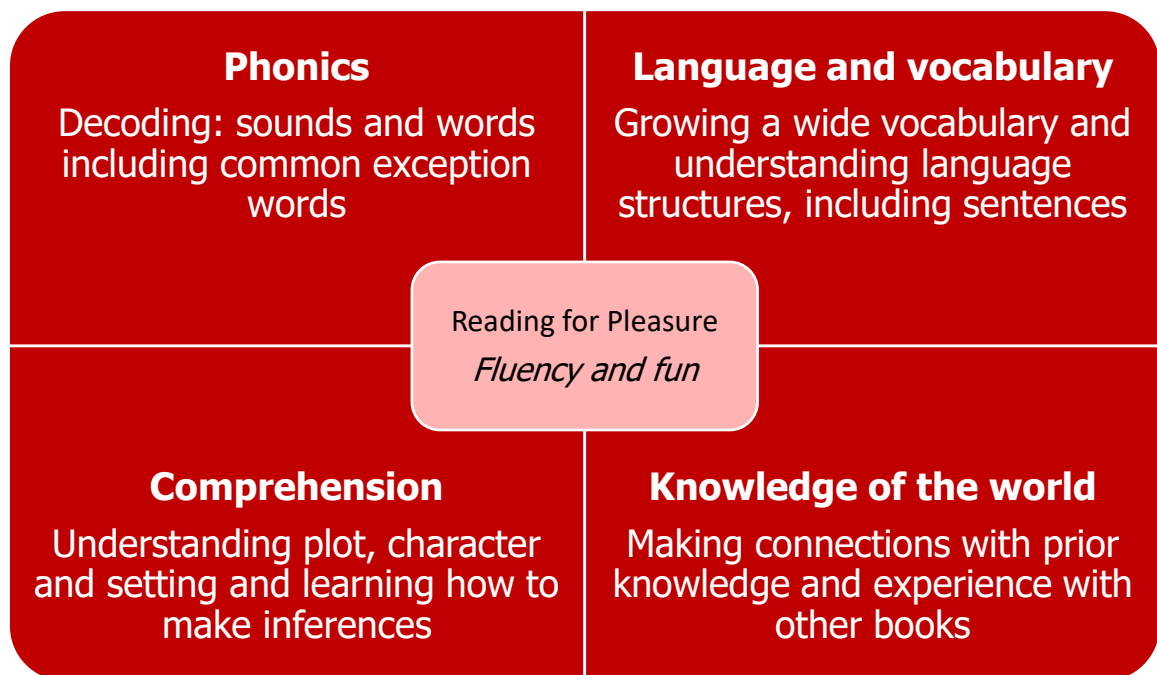
- **Phonemic Awareness (decoding and word reading)**
- **Fluency and automaticity of reading**
- **Understanding of vocabulary**
- **Text comprehension**
- **Developing a reading profile**
- **To consider and explain the intent of the author**

We recognise that objectives will focus on attaining or developing key concepts, within the context of the topics or texts chosen.

The texts chosen will celebrate and extend our 'cultural capital' – the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. Interwoven throughout the Reading curriculum, our 3 **main drivers** of **independence and resilience**, **understanding of the wider world** and **communication skills**, will be explicitly explored alongside and within our breadth of study.

## Key Principles in early years:

- ❖ Children enjoy reading when they find the mechanics of it effortless
- ❖ Children see reading as part of their world, and a reflection of it, when they can make connections between their own experiences and the things they read or hear read.
- ❖ Children who enjoy reading and who can connect their reading experiences to their real-life experiences are able to grow their world and their imagination through reading more.
- ❖ Children who read more, learn new words and expand their vocabulary leading to further connections between their reading and real-life experiences.



## Reading for Pleasure

All children at The Welbeck Federation have the opportunity to take a Reading for Pleasure book home for either their parents to read to them or for them to read to themselves once they have the mechanics in place to do so.

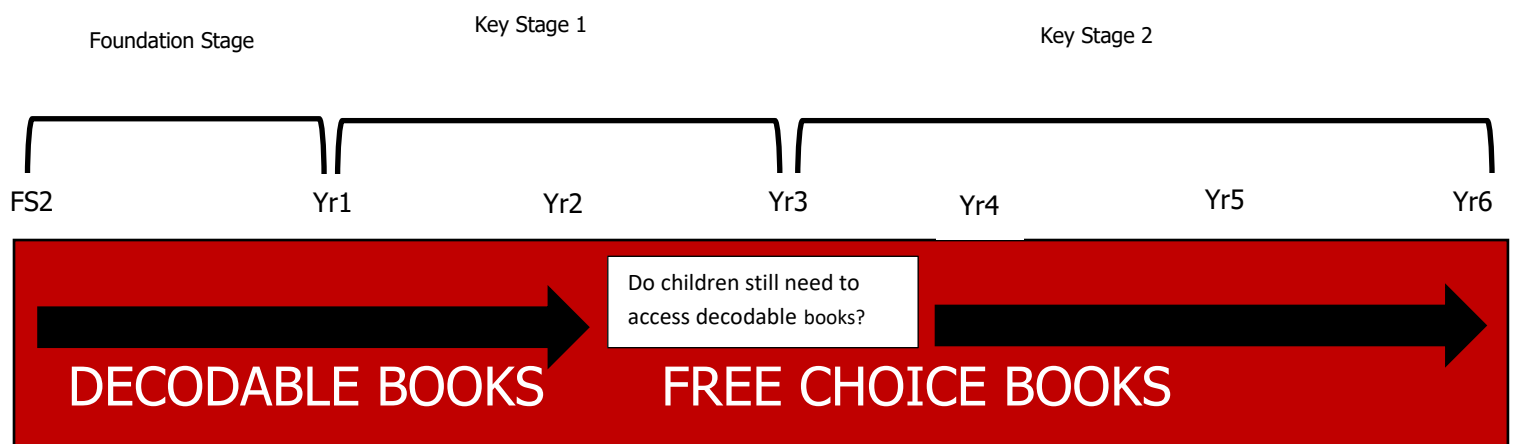
When children have passed their phonics check and are reading fluently, they select a book from the library to read for pleasure. We believe strongly that for children to become able readers and succeed in life they need to be challenged and read books that will allow for this progression in higher level vocabulary and reading material, therefore we do not limit the type or difficulty of the books the children take home. To assist the child's selection, books are recommended and a selection of books by contemporary authors are read in class, along with books which address diversity.

### Individual reading books (3 stages in a child's reading journey)

Stage 1 – As a beginner reader the children are continually assessed to ensure their individual reading book is matched to their reading ability. Each week a member of staff will work alongside each child, checking grapheme/phoneme correspondences and common exception word (fast word) recognition. Each child's knowledge is then matched precisely to a decodable book that they can read with at least 90% automaticity. Gaps in GPC knowledge is also identified to ensure interventions are used to guarantee children's progress in reading is maximised. Children will be taking part in our schools phonics programme.

Stage 2 – As a developing reader children will move from phonetically decodable books to colour banded books.

Stage 3 – Every term each child's reading ability is completed, using NFER assessments. The assessment determines if the child is on track for their age. A selection of texts are provided for the children to choose from which have material which is age appropriate. However, if a child still needs to access a phonics programme, then decodable books will be used.



### What should be sent home?

In Foundation Stage and Key Stage 1 three books should be sent home: a child's decodable book (Mon-Fri), a whole class reading comprehension book (Fri-Mon) and a reading for pleasure book that the child selects. Once a child has successfully completed

the phonics screening check and are reading above phase 5/6 decodable books then they will move onto colour banded books.

In Key Stage 2 a reading for pleasure book that the child selects themselves is brought home (or a decodable book if they are at that stage of reading).

### **The Welbeck Federations Aims for children who are learning to read.**

**Aim 1: All children will practise early reading with fully decodable (Big Cat) books that:**

- ✓ Are matched to phonic knowledge and do not require use of alternative strategies
- ✓ Are closely matched to the Letters and Sounds framework
- ✓ Are fully decodable at the child's level and do not simply practise phonemes most recently taught
- ✓ Are not mixed with non-decodable books for independent reading practise
- ✓ Include a controlled number of 'tricky words' which have already been specifically taught
- ✓ Are continued in a progressive sequence until a child can confidently decode words involving most common Grapheme Phoneme Correspondence words

**Aim 2: Effective provision is made for all abilities**

- ✓ Grouping is appropriate for the school and effective in ensuring success for all abilities. Coverage is paramount and we do not deviate for any child or teacher. Everyone must keep up!
- ✓ TAs are deployed and used to optimum effectiveness
- ✓ Progress is continually assessed using a simple but effective system - 'Phonics tracker'
- ✓ Regular progress meetings are held. These provide the details for next steps for both staff and children. Effective assessment information gives a focus for future staff development
- ✓ There is particularly close monitoring of children making slowest progress
- ✓ Children in danger of falling behind are swiftly identified and additional support provided to enable them to keep up
- ✓ Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard
- ✓ The Y1 Phonics Screening Check is understood and valued as an assessment tool
- ✓ All 'catch-up' retains a systematic synthetic phonics focus.

**Phonics instruction is:  
BENEFICIAL to all,  
Harmful to none  
And crucial for some.**

### **3. The Welbeck Federation's Phonics Statement**

At The Welbeck Federation we believe that phonics teaching is how our children will learn to read. When children fall behind, or when they find phonics difficult, they receive 'additional' practice sessions.

All members of staff in early years and key stage one have a copy of the Letters and Sounds Framework and we follow it to the letter. We aim for 'rigour and fidelity' with our approach towards the teaching of reading and early phonics.

In line with Letters and Sounds, we have a systematic approach to teaching phonics:

- ❖ grapheme / phoneme correspondences in a clearly defined sequence
- ❖ skill of blending phonemes in order to read increasingly complex words
- ❖ skill of segmenting words into constituent phonemes to spell increasingly complex words
- ❖ that blending and segmenting are reversible processes
- ❖ that some common words do not follow the usual patterns and must be learned 'off by heart' in a clearly defined sequence.

The Key principles of Letters and Sounds 2007 are as follows:

- Phonics is delivered through discrete daily 30-minute lessons (up to 40 minutes in Year 1) and there is an emphasis on extending learning beyond the lesson so that learning is consolidated and applied frequently throughout the day including through application of reading skills to decodable texts.
- We have a clear structure for teaching and learning that provides frequent opportunities for practise and consolidation alongside new learning and acknowledges the importance of building on proficiency with reading in order to become accurate at spelling.
- There is progressive content that teaches children separate sections of phonics knowledge alongside the development of skills in a carefully considered order so that the range of words children can read, and spell fluently and automatically gradually increases.
- We adopt a whole-class age-related approach which promotes high expectations for children to develop competency with the foundations of phonics and the basic code by the end of Reception year and to master phonics for reading by the end of year 1.
- Our approach is based on the key principle of effective teaching and learning and provides a model that gives teachers opportunities to plan and resource lessons that allow for children to develop their reading and writing skills each day whilst also ensuring all children are exposed to age-related teaching content.
- Our approach clearly states the importance of ongoing (continual) assessment using a simple, effective and accurate approach that supports planning and facilitates speedy targeted intervention (additional practice sessions) when required.
- In KS2, children who still require a phonics programme and decodable books receive a diet consisting of interventions that address their specific issues. These

could include oral blending and fluency practice, GPC work and reading their current decodable book to the teacher. Outcomes are recorded daily.

## **1. Letters and Sounds Phase One: Making a good start Foundation Stage 1**

Phase one is covered in Nursery, the first year of Foundation Stage. It is covered in small adult guided sessions. However, teachers should also make the most of opportunities that present themselves throughout the day.

The Letters and Sounds document outlines seven non-hierarchical aspects within Phase One:

- Aspect 1 - Sound discrimination (environment sounds)
- Aspect 2 - Sound discrimination (instrumental sounds)
- Aspect 3 - Sound discrimination (body percussion)
- Aspect 4 - Rhythm and Rhyme
- Aspect 5 - Alliteration
- Aspect 6 - Voice Sounds
- Aspect 7 - Oral blending and segmenting (focus on the sounds)

We speak about speaking and listening in phase one: if children can listen the aim is that they can use a wide range of vocabulary.

Phase one activities are designed to develop children's speaking and listening skills. Teachers should focus on teaching children sounds and developing their listening skills, during 'Listening and Attention' groups. This lays the foundations for systematic phonics by teaching them to:

- Listen attentively.
- Understand and use a wide range of vocabulary.
- Speak confidently to adults and other children.
- Discriminate phonemes.
- Pronounce the individual phonemes they hear in words.
- Orally blend and segment words with two or three sounds.

The focus is on developing children's awareness and understanding of the sounds in speech. This paves the way for children to learn about the letters we use to represent these sounds.

Best practice in Phase 1:

- ✓ Small groups (focus on sounds and not letters) and structured, practical teaching sessions that typically last between 15 and 20 minutes.
- ✓ Songs and rhymes
- ✓ High expectations

There are three 'types of teacher' in Foundation Stage: The Teacher, Teaching Assistant (they should supervise and follow the teacher's guidance. Their job is to promote communication and language) and the environment (provision)

<b>Year group</b> – Reception progression of phonics				
<b>Term</b>	<b>Phase</b>	<b>Phonemes</b>	<b>Words to read</b>	<b>Words to write individually, in captions, in sentences</b>
Autumn 1 (5 weeks) 7 As soon as possible – week 3 at latest	Phase 2	s, a, t, p, i, n, m, d, g, o, c, k ck, e, u, r h, b, f, l	- is, it, in, at and to, the, l	and
Autumn 2 (5 weeks) 7	Phase 2 Phase 3	ff, ll, ss j, v, w, x, y z, qu, zz ch, sh, th, ng ai, ee, igh, oa	no, go  we, me be, he, she	and, to, the  the, to no, go
Spring 1 (5 weeks) 6	Phase 3	oo, oo, ar, or, ur, ow, oi, ear, air, ure, er  Consolidate phase 2 and 3	was, my you, they, her, all, are	
Spring 2 (5 weeks) 6	Phase 3	Consolidate phase 2 and 3		
Summer 1 (4 weeks) 5	Phase 4	(cvcc & ccvc) examples bend mend hump bent damp spot spin trip glass track speck	said, so have, like, some, come were there, little, one, do, when, out, what	he, she, me, we, be was, you they, all, are my, her
Summer 2 (7 weeks) 8		Consolidate phases 2, 3 and 4		

<b><u>Year group</u></b> – Year 1 progression of phonics				
<b><u>Term</u></b>	<b><u>Phase</u></b>	<b><u>Graphemes for reading</u></b>	<b><u>Words to read</u></b>	<b><u>Words to write individually, in captions, in sentences</u></b>
Autumn 1 (5 weeks) 7 PSC at the beginning of term	Phase 5	ay, ou, ie, ea oy, ir, ue, aw wh, ph, ew, oe au, zh Consolidate new graphemes	oh, their people Mr, Mrs, looked called, asked	said, so have, like some, come were, there
Autumn 2 (5 weeks) 7	Phase 5  Alternative pronunciations	a-e, e-e, i-e o-e, u-e i, o, c, g u, ow, ie, ea er, a, y, ch	water, where who, again, thought through work mouse	little one do when what
Spring 1 (5 weeks) 6		ou Consolidate phase 5	many, laughed, because, different any, eyes, friends, once, please	out
Spring 2 (5 weeks) 6		Consolidate phase 5		oh, their, people Mr, Mrs, looked called, asked
Summer 1 (4 weeks) 5	Alternative spellings once phonics screening has been completed.			
Summer 2 (7 weeks) 8				

## 5. Overview of the Five Phases and the Listening and Attention phase.

**Attention and Listening sessions** are used to develop good attention and listening skills, which are essential to help a child to become a good communicator. These skills will also help the child to understand and use language.

**Phase One** recognises and supports the development of speaking and listening as crucially important in its own right and for paving the way for high quality phonic work.

**Phase Two** marks the start of high quality systematic phonic work. It begins the introduction of the grapheme-phoneme correspondences (GPCs). Decoding for reading and encoding for spelling are taught as reversible processes. As soon as the first few correspondences have been learned, children are taught to blend and segment with them. Blending means merging individual phonemes together into whole words; segmenting is the reverse process of splitting up whole spoken words into individual phonemes. Earlier in Phase One, blending and segmenting activities have been purely oral, involving no letters, for example, an adult pronounces the sounds to be blended rather than expecting the children to pronounce them in response to letters. In Phase Two, however, the children learn to pronounce the sounds themselves in response to letters, before blending them, and thus start reading simple VC and CVC words. The reverse process is that they segment whole spoken words into phonemes and select letters to represent those phonemes, either writing the letters, if they have the necessary physical co-ordination, or using solid (e.g., magnetic) letters to encode words.

**Phase Three** completes the teaching of the alphabet, and children move onto sounds represented by more than one letter, learning one representation for each of at least 42 of the 44 phonemes generally recognised as those of British Received Pronunciation (RP), as shown in the table below. Just one spelling is given for each because this is all that is required in Phase Three, but in the case of some vowel spellings represented by combinations of letters, spellings other than those given would have been equally good first choices (e.g., 'ay' instead of 'ai' and 'ie' instead of 'igh').

Consonant phonemes, with sample words		Vowel phonemes, with sample words	
1. /b/ - bat	13. /s/ -sun	1. /a/ - ant	13. /oi/ - coin
2. /k/ - cat	14. /t/ - tap	2./e/ - egg	14. /ar/ - farm
15./d/ - dog	1. /w/ - wig	3. /i/ - in	15./or/ - for
16./f/ - fan	2. /v/ - van	4. /o/ - on	16./ur/ - hurt
17./g/ - go	3. /y/ - yes	5. /u/ - up	17./air/ - fair
18./h/ - hen	4. /z/ - zip	6. /ai/- rain	18./ear/ - clear
19./j/ - jet	5. /sh/ - shop	7. /ee/ - feet	19./ure/4 - sure
20./l/ - leg	6. /ch/ - chip	8. /igh/ - night	21. /e/corner – the 'schwa' – an unstressed vowel sound which is close to /u/
22./m/ - map	7. /th/ - thin	9. /oa/ - boat	
23. /n/ - net	8. /th/ - then	10./oo/ - boot	
24. /p/ - pen	9. /ng/ - ring	11./oo/ - look	
25. /r/ - rat	/zh/3 - vision	12./ow/ - cow	

In **Phase Four** children learn to read and spell words containing adjacent consonants. Many children may be capable of taking this step much earlier, in which case they should

not be held back from doing so. No new grapheme-phoneme correspondences are taught in this phase.

**Phase Five** would not be needed if there were a perfect one-to-one mapping between graphemes and phonemes-the above table would be all that was necessary. English is unlike most other languages. However, most phonemes can be spelled in more than one way and most graphemes can represent more than one phoneme.

	Correspondences found in many different words		High-frequency words containing rare or unique correspondences (graphemes are underlined)
Phoneme	Grapheme(s)	Sample words	
/b/	b, bb	bat, rabbit	
/k/	c, k, ck	cat, kit, duck	<u>school</u> , <u>mosquito</u>
/d/	d, dd, -ed	dog, muddy, pulled	
/f/	f, ff, ph	fan, puff, photo	<u>rough</u>
/g/	g, gg	go, bigger	
/h/	h	hen	<u>who</u>
/j/	J, d, dg	jet, giant, badge	
/l/	l, ll	leg, bell	
/m/	m, mm	map, hammer	<u>lamb</u> , <u>autumn</u>
/n/	n, nn	net, funny	<u>gnat</u> , <u>knock</u>
/p/	p, pp	pen, happy	
/r/	r, rr	rat, carrot	<u>write</u> , <u>rhyme</u>
/s/	s, ss, c	sun, miss, cell	<u>scent</u> , <u>listen</u>
/t/	t, tt, -ed	tap, butter, jumped	<u>Thomas</u> , <u>doubt</u>
/v/	v	van	<u>of</u>
/w/	w	wig	<u>penguin</u> , <u>one</u>
/y/	y	yes	
/z/	z, zz s, se, ze	zip, buzz, is, please, breeze	<u>scissors</u> , <u>xylophone</u>
/sh/	sh, s, ss, t (before -ion and -ial)	shop, sure, mission, mention, partial	<u>special</u> , <u>chef</u> , <u>ocean</u>
/ch/	ch, tch	chip, catch	
/th/	th	thin	
	Correspondences found in many different words		High-frequency words containing rare or unique correspondences (graphemes are underlined)
/th/	th	then	<u>breathe</u>
/ng/	ng, n (before k)	ring, pink	<u>tongue</u>
/zh/	s (before -ion and -ure)	vision, measure	<u>usual</u> , <u>beige</u>

In **Phase Six**, reading for the great majority of children should become automatic. However, proficiency with spelling usually lags behind proficiency with reading. This is because spelling requires recalling and composing the word from memory without seeing it. Reading and spelling become less easily reversible as children start working with words containing sounds (particularly vowel sounds) which can be spelled in more than one way. Phase Six is a good time to focus more sharply on word-specific spellings and broad guidelines for making choices between spelling alternatives.

Throughout the junior phase, phonics is replaced, and children are taught to use the spelling rules in Year 3 to Year 5. By Year 6, children should be focussing on personalised spellings to at least an age-related standard (the year 5/6-word list).

### **Whole Class Guided Reading**

Children from Reception up until Year 6 all take part in daily whole class Reading Comprehension lessons.

*Intent – to make phonics, guided reading and children’s independent reading joined up.*

The books used within Reception and Year 1 are decodable and are progressive according to the phases within Letters and Sounds. In Year 2 the books are decodable initially, however once Letters and Sounds phase 5/6 books have been explored, they then move onto colour banded books. The books chosen cover a range of topics and are a good mix of fiction and non-fiction.

Guided Reading takes place at 1 O’clock in FS2, Year 1 and Year 2 and follow the same structure in whole class reading comprehension each week.

### **How children learn: CAPS: -**

C – Connections

A - Attention

P - Practise

### **Foundation Stage 2 and Key Stage 1**

#### **3 aims a day**

**Day 1** – Enable children to make a connection to the text

Understand how an expert reader does it

Enable an initial understanding of the text

**Day 2** – Develop tricky word success

Let the children hear what it should sound like

Practise time decoding

**Day 3** – Practise time decoding fluency

Create more fluency

Let the children hear what it should sound like

**Day 4** – Understand the text further

Enable children to read with expression

Practise time

**Day 5** – Practise time

Let children understand how to answer questions well

### Day 1:

- Book introduction: Give the children an introduction about the book and discuss the context. Can children make links to this? Include the key vocabulary that will appear in the text when you introduce the book.
- Teacher reads the text once and the children follow with their pointer. A for 1 page, B for 1 page.
- Teacher reads again, gives some 'asides' and /or simple retrieval question(s) where children talk to their partner.
- Teacher/TA monitors the room (bottom 20% supported)

Children could read in pairs

'Asides' – Collins Big Cat Phonic Books have ideas inside the front cover. Don't ask questions though, model your thinking e.g.-

"I think the children are playing basketball. It looks like a netball net but it's a basketball net they are using"

### Day 2:

- Tricky word task: Teacher introduces the tricky words in the book and models the parts that make them tricky. You might look at other words children might struggle with. Model decoding these.
- Children have a task where they read the tricky words covered so far in the SSP programme.

into	we	she
the	his	is
he	me	you

- Tricky spotters. Children go through the book and find the tricky words. In pairs they take turns to read them.
- Teacher reads the text and models the expression. Can pause and ask children to tell partners the word. This will primarily be the tricky words but can vary.
- Partner practise: one page each. One child has a pointer, the other reads.
- Teacher monitors the room (bottom 20% support). Model blending and decoding. Some suggestions inside the back cover.

### Day 3:

- Fluency practise: word cards/grid with words from the text. Getting the children to read them fluently and speedily

Nick	high	than
shot	sure	further
shoot	short	higher

- Partner practise: one page each. One child has the pointer, other one reads. Reread opportunities.
- Teacher monitors the room (bottom 20% support) MTYT for fluency while monitoring.

### Day 4:

- Children read the tricky word sheet and key words from the text to improve fluency.
- Thinks about the story: Get the children to think about what is happening: Things to think about (e.g., character actions, thoughts...) Teacher shares out loud their thinking.
- Partner practise with expression: one page each. One child has the pointer, one reads. Re read.
- Teacher monitors the room and models where needed (bottom 20% supported). Use the back page to improve comprehension...
- e.g., "I think..., I wonder..., I've noticed..."

### Day 4/5:

- Partner practise with expression. One page each. One child has a pointer, the other reads. Re read.
- Question time. (*questions not written unless fully decodable*)
- Teacher models answering questions in full sentences and using ideas from the text.
- Other questions set and children share responses to their partners.
- Could potentially move onto written responses when the children have sufficient writing skills.
- [Book goes home as their weekend book \(95% fluency aim\)](#)

## Key Stage 2

Whole Class Reading Comprehension takes place at 9.AM. It is followed by Literacy, so that ideas and vocabulary can be transferred from whole class reading comprehension into their writing. Texts are either related to the half termly topic or part of the reading spine, providing a deeper understanding of the world around them and cultures that are different from their own. Key Stage 2 follow a two weekly structure so that they can explore the text in greater detail.

### **Whole class reading comprehension - Teaching steps (to be taught over a 2 week period)**

**Week 1 – Monday step 1, Tuesday step 2, Wednesday, Thursday, Friday steps 3 and 4.**

**Week 2 - Monday, Tuesday, Wednesday continue steps 3 and 4, Thursday step 5, Friday step 6.**

Steps	Teaching and learning focus:	Activity / record of pupils' responses: (examples)
In <b>Step 1</b> , pupils will be taught to use background knowledge <u>in order to</u> maximise 'access' to the text and to develop motivation to read		
<b>Step 1</b>  <b>Before reading</b>	<ul style="list-style-type: none"> <li>· Pre-teaching related to context/concepts/vocabulary</li> <li>· Activating background knowledge</li> <li>· Building background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>· Watching film/ exploring websites</li> <li>· Mind map of previous knowledge</li> <li>· Discussion – class/group/paired</li> </ul>
The teacher needs to be clear about the background knowledge that they want to teach/activate. This will ensure pupils are not overloaded with information that does not support them to understand the topic or theme that the teacher wants to explore.		
In <b>Step 2</b> , pupils will be taught to <b>actively listen</b> to the fluent reading of the text <u>in order to</u> develop a basic understanding and to form an initial response		
<b>Step 2</b>  <b>First read - by teacher</b>	<ul style="list-style-type: none"> <li>· Teacher modelling of phrased and fluent reading</li> <li>· Linking to background knowledge</li> <li>· Pupils able to <b>ask</b> questions / wonder</li> <li>· Forming an initial personal response to the text</li> </ul>	<ul style="list-style-type: none"> <li>· Discussion – initial response, wonders, questions</li> <li>· Collection of class questions/wonders – added to working wall</li> <li>· Written/recorded/spoken responses</li> </ul>
Texts used might be the whole text, a chapter or extract. In order to model fluency, the teacher reading should be continuous and without disruption.		

In **Step 3**, pupils will be taught to explore **unfamiliar language** in order to deepen their understanding of the text and to refine their response

<p><b>Step 3</b></p> <p><b>Exploring language</b></p>	<ul style="list-style-type: none"> <li>· Pupils read to develop fluency</li> <li>· Exploring and explaining language/ vocabulary</li> <li>· Explicit teaching of strategies to learn/clarify unfamiliar language</li> </ul>	<ul style="list-style-type: none"> <li>· Highlighting unfamiliar language / vocabulary</li> <li>· Discussion - class/group/paired</li> <li>· Using a range of strategies to understand unfamiliar language and vocabulary</li> <li>· Definition first</li> </ul>
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All reading approaches should be used daily to enable all children to participate and encourage fluency e.g. teacher reads, echo read, partner reading out loud, Specific individuals read.

In **Step 4**, children will be taught to use the knowledge and skills needed to further their understanding of the text and to consider how the author affects the reader

<p><b>Step 4</b></p> <p><b>Digging deeper</b></p>	<p>Examples of knowledge/skills:</p> <ul style="list-style-type: none"> <li>· Understanding inferences</li> <li>· Identifying and exploring themes</li> <li>· Making links across a text</li> <li>· Using background knowledge to make predictions</li> <li>· Exploring language/vocabulary – e.g. the impact of literary language on the reader</li> <li>· Identifying key points of the text to summarise their understanding</li> <li>· Exploring the impact on the reader</li> <li>· Distinguishing between statements of fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>· Drama techniques – hot seating, conscience alley, role on the wall</li> <li>· Discussion</li> <li>· Debate</li> <li>· Mind mapping</li> <li>· Graphic organisers</li> <li>· Quick write</li> <li>· Summaries</li> <li>· Word families</li> <li>· Shades of meaning</li> <li>· Zone of relevance</li> </ul>
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Lessons should be designed to enable pupils to achieve the learning objectives taken from the school's progression document/NC. The text must provide opportunities for the teaching and learning of the identified learning objectives. Activities must enable pupils to achieve LOs. Not all knowledge and skills will be covered during the teaching of each text but must be covered across the course of the school year.

In **Step 5**, children will be taught how to understand and answer a range of written questions (worded similarly to NFER or SATs) in order to demonstrate their understanding of the text through a written response

<p><b>Step 5</b></p> <p><b>Demonstrating understanding through a written response – known text</b></p>	<ul style="list-style-type: none"> <li>• Understanding specific question language</li> <li>• Understanding what SATs style questions are asking pupils to do</li> <li>• Navigating the text to gather the appropriate information to answer questions</li> <li>• Orally composing answers</li> <li>• Modelling and scaffolding to support pupils' written answers</li> </ul>	<ul style="list-style-type: none"> <li>• Close procedure</li> <li>• True / False</li> <li>• Discussion – paired/group</li> <li>• Comprehension written questions</li> <li>• SATs style questions linked to all content domains</li> </ul>
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This is not an assessment as teachers will be modelling and providing opportunities for pupils to work collaboratively.

In **Step 6**, children will independently demonstrate their reading skills on an unseen text (which is the same text type and has the same theme as the familiar text) and be taught to analyse their own written responses.

<p><b>Step 6</b></p> <p><b>Demonstrating understanding through a written response – known text</b></p>	<ul style="list-style-type: none"> <li>• Demonstrating their understanding of an unseen text through a written comprehension activity</li> <li>• Answering SATs style questions</li> <li>• Reviewing their own answers</li> <li>• Analysing answers as a class</li> </ul>	<ul style="list-style-type: none"> <li>• Written comprehension questions</li> <li>• SATs style questions</li> <li>• Discussion – paired/group/whole class</li> <li>• Editing answers</li> </ul>
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This can be used as an assessment of the taught knowledge and skills, using SAT style questions and wording as modelled the previous day.

**The timing of each Step is dependent on the learning objective and needs of the cohort. A Step may last for part of a lesson, a whole lesson, or a series of lessons. E.g. if the topic/theme in a text is unfamiliar, pupils may need more time on Step 1 than if the topic/theme has been taught previously.** Sept

## Targeted Additional Practice (for the bottom 20% of children)

### Keys to success

- Speedy identification of children in need of additional practice and support
- Careful pinpointing of weaknesses to ensure additional support is focussed on area of need
- Consistent approach-resources and strategies are matched to the school's policy and replicate strategy that is being taught and modelled in class
- Effective use of available resources, especially well-trained adults

### **Interventions**

There are four activities for targeting additional practice when working individually with children in the lowest 20%. Teachers need to identify where children have gaps in learning: is it an inability to orally blend or are there gaps in GPC (grapheme phoneme correspondence) specific knowledge? If children struggle with oral blending, then provide a 5 minute daily additional practice session or oral blending.

### **Oral Blending Activity A**

- *You will need 4 picture cards*
- *(My turn). Show the child one picture at a time. Sound talk the pictures in an exaggerated manner, but do not say the word, (your turn) child repeats.*
- *Once all 4 have been sound talked (My turn). Repeat at a faster pace and blend to say the word. Place the picture on the table. (Your turn). Child repeats.*
- *Repeat this process with all four pictures*
  
- *Sound talk a picture, child to point to the picture. When the child points they need to sound talk the picture and blend to say the word.*

### **Gaps in GPC Activities**

If children have gaps in GPC knowledge, then there are three activities that teachers can provide. If children need to practice GPC knowledge. Teachers can use either Activity B, C or D.

### **Activity B: Win It**

- *Use phonics tracker to identify the missing graphemes within the phase. Choose one to teach per day.*
- *Show the unknown grapheme (flashcard)*
- *Emphasise the shape using your finger by running it over the grapheme and saying the sound as you go along.*
- *Ask the child to repeat this at least three times.*
- *Put the new grapheme in with a collection of known graphemes (2 cards back)*
- *Go through all of the phoneme flashcards*

- *If the child recognises the grapheme, put it 3 cards back and continue to show the cards.*
- *If the child doesn't recognise the grapheme, tell them the phoneme, tracing it with your finger and saying the sound it makes. Ask the child to repeat. Then put it closer to the front and start the process again.*

**This strategy is applicable to all phases of Letters and Sounds.**

### **Activity C: Mix it up**

- *Using known graphemes make a cvc word with the flash cards (sh-o-p)*
- *Teacher points to the letters, and sounds- out (eg. sh-o-p) and swipes with finger from left to right under the graphemes. Teacher says the word as a whole as they swipe. Teacher does this twice. Teacher pushes the cards towards the child, and they repeat step one. If the child is successful repeat once. If unsuccessful, repeat a few times until the child can successfully blend the graphemes together.*
- *Mix it up. Teacher then mixes up the graphemes and re-arranges them, putting them into the correct order saying the phoneme for each grapheme to make the word. Teacher sweeps finger from left to right under the graphemes, saying the word as a whole as they sweep. The child then repeats this process.*
- *Teacher collects the cards up and puts them into a pile in their hands. Say the word and segment it. Say the first phoneme and find the grapheme. Repeat the process until the whole word is assembled. Say the phonemes as you point to the graphemes and then swipe from left to right, saying the word. Mix the cards up and pass them to the child.*

### **Activity D: Common Exception word recognition**

- *Play the game like win it.*
- *Show the unknown word (flashcard)*
- *Look at the structure of it (e.g., starts with a th sound but the tricky part of the word is the e. It makes a uh sound. It says 'the')*
- *Ask the child to repeat the word.*
- *Put the new word in with a collection of known common exception words (2 cards back)*
- *Go through all of the word flashcards*
- *If the child recognises the word, put it 3 cards back and continue to show the cards.*
- *If the child doesn't recognise the word, tell them what it says and repeat from the beginning.*

## **Key Considerations: why are children falling behind?**

### **Are there secure foundations in phonics?**

- Work on visual and auditory memory skills
- Increase familiarity with phonemes
- Secure oral blending and segmenting
- Ensure success leading to increased motivation and participation

### **Is more practise needed with speedy recognition of graphemes?**

#### ***(follow additional practice activities B)***

- Provide same-day practice through flashcards or stickers
- Provide additional recognition practice with flashcards (chunked into sets)
- Precision grids (limited number of focus graphemes)

### **Is more practise needed with blending with letters?**

#### ***(follow oral blending activity A and Activity C)***

- Provide regular practice including 'supported' blending.

### **Is more practise needed to recognise 'fast' words (Common exception words)?**

#### ***(follow Activity D)***

## **Comprehension Intervention Format – KS2**

The text used could be the whole class guided reading text for the next session (pre teach)

1. Adult reads as pupils listen/follow  
Q – what does it remind you of/make you think of? What do you know about...?
2. The group reads together – pupils take turns  
*Wondering/puzzling/asking questions/predictions*  
Q – What are you wondering about? Anything puzzling you? /Any questions? /predictions?
3. Pupils read by themselves – silently or out loud quietly.  
*Look for words/phrases/ideas you are unsure about*  
Q - What words/phrases or ideas have you read that you are unsure about? Highlight the text and then we will discuss them as a group.
4. Inference  
*Teacher provides a word/phrase from the text. Pupils think what they know about it even though it isn't written in the text.*
5. Summarise  
Q – *What has happened so far?*

## Guidance for Listening to Individual Readers

When listening to a child read a decodable book (aim for approximately 5 minutes)

- Consider the context and look at the front cover. Teacher should say what they think the book is about if the child isn't sure
- Turn to the cover page. Child to recall the phonemes by pointing to the graphemes read the 'fast' words (CEW) and subject specific vocabulary which is contained in the book. If the child is struggling with words after decoding, tell the child the word. Then the teacher should promptly launch into listening to the child read and let the child turn the pages and point to the words.
- If the child has to decode a word before reading it, encourage the child to start at the beginning of the sentence to build up fluency and automaticity.  
*Teacher: (points to the word and repeats the sentence when the child has sounded out the words in the sentence because they were unable to read it fluently)*
- Model expression if the child misses the opportunity to do so.  
*Teacher: It is not fair (points out an exclamation mark and models saying the sentence with expression. Then asks the child to copy the WAGOLL*
- *If the child has difficulties sound talking the word and blending then model.*  
*Teacher: g-oo-d (modelled sound talking the word) good.*
- *Help the child to understand the book by introducing expression and using asides.*  
*Teacher: Are they having a good time? (throws hands in the air) He is loving it! Say it like he is enjoying it (using asides and hinting at comprehension).*
- Give 'asides' and push the fluency aspect
- Teacher supports anything that wasn't fluent
- Remember-the reward for children is that they are learning to read!

The session should be 'punchy', and teachers should aim to be efficient so that they make the most out of their time with children.