

Braunstone Community Primary School Reading and Phonics 2017-18



Braunstone
Community Primary School



KTC Phonics

At BCPS we use the KTC approach to teaching phonics. This is a whole class, daily approach, with the children sitting in differentiated rows. All lessons follow the same structure and are pacy. There is a specific proforma for each of the phases which must be used to record all planning.

By the end of F1 children should have completed phase 1
By the end of F2 children should have completed to the end of phase 3. From September until Christmas they should be securing phase 2.
In Year 1, phase 3 should be recapped until the end of September then phase 4 from September to October and finally phase 5 from October until the end of the academic year.
In Year 2 the focus shifts into spelling and application of phonic knowledge into spelling rules.

From phase 2 onwards, children should be learning 4 graphemes a week, with the 5th session being used as revision.

Phase 2	Phase 3	Phase 4
Structure of lesson is: <ol style="list-style-type: none"> 1. Review and recap 2. Hear (naming sounds, emphasising initial sounds, bouncing sounds) 3. Read 4. Write 5. Apply (either read or write, not both on the same day) 	Structure of a lesson is: <ol style="list-style-type: none"> 1. Review and recap 2. Hear (Consisting of: rhyme, identify, blend and segment) 3. Read 4. Write 5. Apply 	Structure of a lesson <ol style="list-style-type: none"> 1. Review and recap 2. Hear (Consisting of: Repeat, identify, blend, segment) 3. Read 4. Write 5. Apply (Either read or write)
	Phonics mantras for phase 3: Reading: Look at the letters, make the sounds, blend the sounds together. Writing: Say the word, robot the word, write the word	Phonics mantras for phase 4 and 5: Blend: I robot, you blend Segment: I give you a word, you segment Read: Look at the letters, make the sounds, blend the sounds together Write: Say the word, finger the word, write the word.

Phase	Learning	Outcome
1	Hearing and playing with sound - 7 aspects.	PLEASE REFER TO PHASE 1 LETTERS AND SOUNDS
2 (Up to 6 weeks)	ONLY at this phase are GPC's introduced	Children are secure at Phase 2 when they can:

	s,a,t,p,l,n,m,d,g,o,c, k,ck,e,u,r,h,b,f,ff,ll,ss	<ul style="list-style-type: none"> • Give the sound when shown the Phase 2 grapheme securing first the start letters s,a,t,p,l,n • Find from a display the Phase 2 grapheme when given the sound. • Orally blend and segment CVC words • Blend and segment in order to read and spell (using magnetic letters) VC words such as as, if, am, on, up and "silly names" such as ip, ug, ock. <p>Children can be moved to Phase 3 as long as they are able to blend and segment CVC orally.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Daily discrete phonics lessons - "review" and "apply" • Reading independently. <p>Children who cannot orally segment CVC words are not yet secure at Phase 2.</p>
3 (Up to 12 weeks)	<p>Alphabet letter names need to be known by this stage (NOT taught in phonics)</p> <p>Phase 2 continued: j,v,w,y,z,zz,qu,ch,sh,th</p> <p>Phase 3: ng, ay, ee, igh, ow (snow), oo (moon), ar, or, ur, ow (cow), oi, ear, air, er, oo (book)</p>	<p>Children are secure at Phase 3 when they can:</p> <ul style="list-style-type: none"> • Give the sound when shown all or most Phase 2 and Phase 3 graphemes. • Find from a display all or most Phase 2 and Phase 3 graphemes when given the sound • Blend and read CVC words consisting of Phase 2 and Phase 3 graphemes. • Segment and make a phonetically plausible attempt to spell CVC words using Phase 2 and Phase 3 graphemes. <p>Children can move to Phase 4 when they are able to make phonetically plausible attempts to most words they wish to use, using the GPC they have been taught. They will be able to read two-syllable words and simple captions and the skills of blending and segmenting should be well-established.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Daily discrete phonics lessons - "review" and "apply" • Reading independently • Guided writing sessions • Children who are unable to make a phonetically plausible attempt at writing using taught graphemes are not yet secure at Phase 3.
4 (Up to 6 weeks)	ccvc, cvcc, ccvcc, ccc, cc	<p>Children are secure at Phase 4 when they can:</p> <ul style="list-style-type: none"> • Give the sound when shown any Phase 2 and 3 graphemes.

		<ul style="list-style-type: none"> • Find from a display the Phase 2 and 3 graphemes when given the sound. • Blend and read words containing adjacent consonants • Segment and spell words containing adjacent consonants <p>Evidence:</p> <ul style="list-style-type: none"> • Daily discrete phonics lessons - "review" and "apply" • Reading independently • Guided writing sessions <p>Children who are unable to segment to spell words containing adjacent consonants at the beginning and end of words are not yet secure at Phase 4.</p>
5 (throughout the year)	ai, ph, oa, oe, ie, i_e, o_e, a_e, ea, e_e, ir, ue, ew, u_e, aw, au, oy, ou, wh, ure	<p>Children are secure at Phase 5 when they can:</p> <ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • Write the common graphemes for any given sound • Use phonic skills and knowledge as the prime approach to reading and spelling unfamiliar words including those that are not completely decidable • Read and spell phonetically decidable two-syllable and three-syllable words. <p>Some spelling may be inaccurate at this stage, but children's knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words they wish to use.</p>
6 (throughout the year)	Refer to the spelling scheme used at BCPS.	

KTC shared reading

Shared reading is completed as a lesson within the normal teaching of English, Maths or foundation subjects (where appropriate) as a whole class. There is an expectation that each session should last approximately 20 minutes and be taught twice a week for Reception through to Year 6. Nursery will teach shared reading daily. In years 2-6, these lessons can form part of English or topic planning. There is no separate planning proforma as shared reading will naturally form part of the lesson. The purpose of shared reading is for the teacher to explicitly model and demonstrate the thought processes, decision making and strategies used by "good readers". The children should be in mixed ability groups/ pairs and there is an expectation that the children will contribute to the lesson. The content of the shared reading session should be applied by the children in the Guided Reading session. The text used should be challenging for the children with the main content being at a level which is above that of the majority of the children in the class. It is vital that the teacher has a good understanding of the text and is able to predict where the children will need further support. This will pinpoint the specific teaching and learning points within a lesson.

In EYFS and KS1, the focus should be on teaching print concepts and beginning to develop children's understanding of the text that they have read. There are a wide range of Big Books (covering fiction, non-fiction and poetry) available on trollies in the library, outside the entrance to the Foundation Stage, KS1 and KS2 classes and in the main area of the library that are to be used to facilitate the teaching of shared reading. In KS2, photocopies of extracts can be used.

For EYFS and KS1 we teach:

- ❖ Front of book, back of book,
- ❖ Book the correct way up
- ❖ Where to start
- ❖ Identify between print and illustration
- ❖ Which way to go (L to R) pages as well as print
- ❖ Return sweep
- ❖ Left page before right page
- ❖ One to one matching by using my reading finger
- ❖ A letter
- ❖ A word
- ❖ Punctuation (full stop, exclamation mark)
- ❖ Capital/ lower case letters
- ❖ Letters/ sound links
- ❖ Some high frequency words

We check understanding by asking individual pupils:

- ❖ Show me where I start to read
- ❖ Which way do I go?
- ❖ And then where?
- ❖ Point to the words as I read them
- ❖ Show me one letter
- ❖ Show me one word
- ❖ Show me a capital letter
- ❖ What is at the end of a sentence? What does that mean?
- ❖ Mask words/ letters - ask "what do you expect to see?"
- ❖ Mask punctuation - ask "what is that?"

The reading strategies taught through shared reading must be specific and matched to the children's abilities. The Parks Progression Document gives clear statements for both decoding and comprehension strategies for each year group and should be used to select the specific strategy you

wish to teach. Below is additional advice for teaching both decoding and comprehension strategies in KS1 and KS2.

For KS1/ KS2 we teach:

Decoding

- ❖ Use my reading stick to point at the words
- ❖ I can look at the first letter, make the sound and crosscheck with the picture.
- ❖ I can look at the letters in the word, make their sounds, blend them together and crosscheck with the picture.
- ❖ I break words into chunks/ syllables and put them together and read them

Comprehension

- ❖ If the sentence does not make sense, I go back to the beginning of the sentence and reread it.
- ❖ I can read to the end of the next sentence and then go back and reread both sentences to help me understand the meaning.
- ❖ I can read the sentence before, the sentence and the following sentence and use these to try and work out the meaning.
- ❖ I can look at the punctuation and reread the sentence using it to help me understand the meaning better.

We check the understanding of the book by asking individual questions e.g.

- ❖ How do you know that the word is...?
- ❖ Are you sure that says...?
- ❖ How can you check that word is...?
- ❖ Well done! What did you do to read that word?
- ❖ Does that sound right?
- ❖ You said (...) does that make sense/ can we say it in that way?
- ❖ Check it! Does it look right and sound right to you?
- ❖ What can you do to help yourself?
- ❖ Can you reread the part where...
- ❖ What could you try to work that out?
- ❖ You made a mistake. Can you find it?
- ❖ You are nearly right, try that again.
- ❖ Can you read this quickly?
- ❖ Put your words together so it sounds like talking.

In KS2 we follow this model teaching sequence when teaching shared reading:

1. Predict - what are we going to read about?
2. Clarify - which words and phrases do we need to find the meaning of?
3. Question - Can we ask questions to help us learn more about the text?
4. Summarise - What are the main ideas in the section.

KTC Guided Reading

We also use the KTC approach to teaching Guided Reading, there is an expectation that a minimum of 4 guided reading sessions be taught a week. Below is a list of non-negotiables for teaching guided reading sessions at BCPS. These have been created through amalgamation of the KTC Guided Reading training, observations of good practice and the statutory framework guidance pack for KS2 guided reading. Please note that the guidance below is for the teaching of fiction texts only. There are specific planning proformas for the preparation of Guided Reading and these are differentiated by book bands.

General guidance:

- Guided reading groups should contain 5 children as a maximum so that each child can have access to a book as well as the teacher.
- There should be no more than 8 groups in total, these groups form part of a rolling programme of teaching. This means that over 8 sessions, each group should receive a guided reading adult led session.
- Each session lasts for between 20 and 30 minutes, no longer.
- Think carefully about seating arrangements - confident, fluent readers to be paired together away from the teacher with less confident children closer to where the teacher is sitting.
- Each text used for each group must be read by the teacher before the session is planned.
- Each text must be used in a maximum of 3 sessions. This will ensure that the children do not get bored.
- The chunks used from each text must suit the intended purpose of the teaching in that session. Use post-its to mark the pages where children are to stop or start.
- The text chosen for the group should be at a level where the children can read 90-95% of the text (the instructional level) this should relate to the children's PM Benchmark level.
- The planning for each guided session must be completed on the correct proforma with the answers for each text noted in red. This enables targeted teaching and will also increase pace of the session as the answers are already there for you.
- All Guided reading sessions must follow this structure (as laid out on the planning proforma)
 - book introduction,
 - strategy check,
 - independent reading,
 - return to text,
 - respond to text.

Book introductions:

- Do not give the children the book until after the book introduction
- Read the title with the children x 2
- Introductions should be well thought through and planned for, these must contain a question which relates to the children's prior experience.
- When the children provide responses to the prior experience question they should speak in full sentences. If they cannot or do not do this, provide them with the sentence structure. KS1 Model it and repeat chorally, then ask them to complete their own sentences.

For Levels 1 - 6

- Go through the book so the children can only see the pictures and T can see the text
- Repeat full sentence structure once or twice and then only give the children unfamiliar vocabulary
- Leave last pages for children to read independently and be excited about what happens

For Levels 7 - 8

- Go through the book so the children can only see the pictures and T can see the text
- Repeat unfamiliar vocabulary and not the whole sentence - ask children to repeat the vocabulary to ensure they have rehearsed it
- Leave last pages for children to read independently and be excited about what happens

For Levels 9 onwards

- Talk about the genre if appropriate
- Relate to own experience (give children the sentence structure and repeat chorally before they think of their own)
- Discuss picture if appropriate
- Set expectation of where to read to

Strategy check:

- Ask chn what strategies they would use for decoding and also for meaning.
- Have with you when you teach the session the list of these so that you can use/ teach/ check that the children have named the correct strategy for their stage in learning.
- Only after the strategy check is complete do children get the books.
- Reading finger under the word (stop as early as possible but definitely by RR4)
then **eye-pointing**
- Look at the first letter, say the sound and cross check with the picture (up to RR2)
- Looks at the letters, say the sounds, blend the sounds together and cross check with the picture (RR2 - RR7)

Independent reading:

- Children need to 'mumble' read - they all read out loud at their own pace. Make in the text, using a post-it, where the children are to stop reading too. This is known as chunking the text and is more appropriate for longer texts in KS2.
- Teachers "dip in and out" prompting children with questions regarding the words that they have read and noting any "problems" they may have.
- Teacher to move around/lean across the table and hear every child read.
- If children complete the text before their peers, ask them to re-read or peer read sharing the reading evenly between the 2 children.

Returning to the text:

- This is an opportunity for the children to discuss the problems they may have come across, these can relate to both the decoding and pronunciation of words and also the meaning of words.
- Who had a problem reading this book/section?
- Did anyone get stuck on a particular word? What can we do to help?
- Ask the children to explain how they would read the word using the vocabulary from the strategy check and do not explain the strategy for them.

For Levels 9 onwards: Independent reading, returning to the text and responding to the text happen consecutively for each set of pages the children read

Responding to the text:

This is the most important part of the session as the children need to be able to demonstrate their knowledge and understanding of reading through the questions you ask.

For Levels 1 - 8

One question related to the sequence of events/oral question

- One question that requires children to find the word/words
- One question related to opinion that requires a full sentence (model full sentence structure first

For Levels 9 onwards

- Each session must include:
 - 2 questions related to retrieval - the children must point to the part of the text containing the answer.
 - FSIT (Find the Sentence In the Text) - find the sentence in the text that tells you...
 - FWIT (Find the Word In the Text) - find the word in the text
 - 2 questions relating to inference, children need to answer these and then use evidence within the text to back up what they think. KS1 on the basis of what is being said and done.(FE)
 - FE - find evidence that...
 - A GAPS based question - this is to test their knowledge of grammatical terms and also develop understanding of author's word choice.
e.g. What adverb describes the way the children smiled?
 - Questions related to sentence structure/opinion (model full sentence structure first)

- For Key stage 2 there must also be:
 - FPhIT - find the phrase in the text that...
 - FCIT - find the clause in the text that...

Finally:

- Depending on the ability of the children you may wish to repeat the read, return, respond section of the lesson with different content within the 20-30 minutes.
- Notes about the learning in the session must be made. These will be used to inform the teacher's assessments (completed on the Parks Progression Document).

KTC Reading Strategies Summary poster (to be used on table for GR sessions)

Decoding (Phonics)

<p>Look at the letters</p> 	<p>Make the sounds</p> 	<p>Blend the sounds together</p> 	<p>Cross-check with the picture</p> 
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Decoding (syllables)

<p>Look for smaller words in big words</p> 	<p>Put them back together</p> 
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Comprehension

<p>If it doesn't make sense - STOP!</p> 	<p>Re-read the sentence</p> 	<p>Read the sentence before</p> 	<p>Read the sentence after</p> 
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Punctuation prompts

<p>Exclamation mark</p> <p>!</p> <p>Add expression</p>	<p>Inverted commas</p> <p>"hi"</p> <p>Use expression</p>	<p>Commas</p> <p>— / —</p> <p>Pause</p>	<p>Full stop</p> <p>.</p> <p>Take a breath</p>	<p>Question mark</p> <p>?</p> <p>Raise your voice</p>
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Reading interventions at BCPS

Reading Recovery (RR)

Reading Recovery is a literacy intervention for the lowest achieving children aged between 5 years 9 months and 6 years 3 months.

It involves 20 weeks of teaching or a series of up to 100 one-to-one lessons, which take place for 30 minutes every day with a specially trained teacher. The programme is different for every child, starting from what the child knows and what he/she needs to learn next.

Within each session the child will read several books: some of these are familiar, one will have been introduced the day before and the final book will be completely new. In each session, the teacher undertakes a detailed analysis of the child's reading behaviours using a Running Record, which is used to identify strengths and next steps. The child also completes letter and word work at an appropriate level for their needs and composes and writes a sentence, which is cut up and reconstructed to demonstrate the links between reading and writing.

Children on the programme generally progress four times faster than their peers so that they return to age expected levels in less than 20 weeks/100 lessons. This is the outcome for 8 out of 10 pupils who receive Reading Recovery. Those children who do not get back on track, do make progress, but are often identified as having more complex needs which need to be addressed by further information or referral to outside agencies.

Better Reading and Writing Partnerships (BRWP)

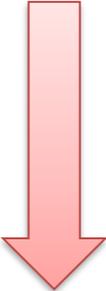
BRWP is a specialist 1-1 reading intervention designed to target both phonics knowledge development and comprehension strategies. In order to deliver this intervention you must have received the specialist training. Below is a brief outline of a session.

	Familiar books	Running record	Letter/ word/ ungluing sounds	New book
What happens	Pupil read 1-3 familiar books (95-100% accuracy)	Pupil reads yesterday's new book 90% accuracy (when books become longer at level 14+, you may need to consider reading half the book).	Letter/ word work/ ungluing sounds (there are closely related to the words in new or familiar books that the pupil is reading)	With today's new book you do an introduction Then the pupil reads new book. (Some level 14+ books are longer so perhaps the pupil reads half the book and finished it the next day)
time	Approx. 6 minutes	Approx. 4 minutes	Approx. 4 minutes	Approx. 6 minutes
Benefits for the pupil	When pupils read the same book several times at 95% accuracy, they notice different things every time they read. They teach themselves many things about print and practice fluency. Pupils also speed up word recognition and increase their confidence.	Pupils try to use their growing skills with a book they have only seen once.	Pupils focus on letters and words they need to read quickly (from any book they have been reading with you). With a regular word they need to use it make other words e.g. make - take	Pupils get a chance to put all the strategies you have both been working on together to read a new book. What's why the new book is at the end.
Your role	Try to notice what the child is using and what they are ignoring. Let the child get on with the reading. Avoid interrupting too much. Use prompts wall. Use only specific praise. At the end of the book pick on one that the pupil did well. Go to the page and copy what the pupil did to demonstrate good work. Demonstrating is more effective than explaining. Then pick one or two things to work on.	Do no teach! This is your time to notice what the child is using and what they are ignoring. What sort of reading behaviours are they using? What kinds of errors are they making? Take a running record. The running record should be used as a method for checking that your observations of the child's reading are correct. Tell a word if the child doesn't know. If a child gets a word incorrect, do nothing unless the word is going to crop up frequently, in which case you must correct.	Take a letter(s) or word(s) from today or yesterday that the child needs to work on. Try afterwards to link the letter or word work to the book. You may choose a word to work on that the child worked out and then use it to get to other words e.g. f-a-s-t, last, past etc. Make sure that the child can hear the sounds in words.	You have to "debug" the book. What is going to make it difficult for the child to read? Names? Vocabulary? Sentence structure? Plot? Setting of the book? You may need to use prompts to help the pupil do some problem solving. Tomorrow the pupil should be able to read it at 90% accuracy.
After the session	Write down 2 key things from the familiar reading - one positive, one to work on. Try to focus on this in the following session. Choose 2 familiar books for tomorrow (one will be the book you did a running record on today)	Score the accuracy record each day, what is the pupil using? What are they ignoring? Are they ready for a new level? If accuracy has been 95% plus at this level for 3-4 days then they may be ready for a new level.	Do you need to repeat this work tomorrow? What new letters or words could you work on? Look at your notes and running record to plan work.	Was your book introduction effective? Choose a new book for tomorrow. Read it so that you know it. Plan your book introduction.

Lexia

Lexia is a computer based reading software programme which works by monitoring the individual performance of children and adapts automatically to their learning needs. The feedback provided by the system is easy to interpret and weekly reports of the progress and areas to work on can be printed. The system can also provide plans which are tailored to groups or individual needs based on identified gaps in their learning. The intervention covers a wide range of reading aspects including: phonological awareness, phonics, fluency, vocabulary and comprehension. The development of reading skills is detailed below:

	Phonological awareness	Phonics/ PA	Structural Analysis
Level 1 (R)	❖ Rhyming	❖ Upper and lower case letters - visual meaning	
Level 2-5 (Y1)	❖ Blending and segmenting syllables and sounds ❖ Beginning sounds ❖ Ending sounds ❖ Short and long vowel sounds ❖ Manipulating sounds	❖ Alphabetising ❖ Letter-sound correspondence ❖ Letter names	
Level 6-9 (Y2)	❖ Short and long vowel sounds ❖ Manipulating sounds (substitution)	❖ Letter-sound correspondence ❖ Easily reversible letters (b,d,p) ❖ Word families ❖ Contractions ❖ Six syllable types	
Level 10-12 (Y3)	❖ Manipulating sounds (additions and deletions)	❖ Irregular plurals and verbs ❖ Hard and soft c and g ❖ Six syllable types: <ul style="list-style-type: none"> ○ Closed ○ Open ○ Vowel r ○ Vowel combinations ○ Silent e ○ Constant le ❖ Rules for syllable division ❖ Spelling generalisations and rules	❖ Simple suffixes ❖ Prefixes
Level 13-14 (Y4)			❖ Suffixes ❖ Spelling rules for adding affixes ❖ Prefix meanings
Level 15-16 (Y5)			❖ Spelling rules for adding affixes ❖ Root meanings
Level 17-18 (Y6)			❖ Greek combining form meantime ❖ Accent placement

	Automaticity/ Fluency	Vocabulary	Comprehension
Level 1 (R)	❖ Automaticity with foundational concepts	❖ Basic categories	❖ Listening comprehension ❖ Picturing
Level 2-5 (Y1)	❖ Automaticity with foundational concepts ❖ High frequency sight words	❖ Special concepts ❖ Advanced adjectives	❖ Listening comprehension ❖ Picturing ❖ Comprehension strategies with narrative and informational texts
Level 6-9 (Y2)	❖ Automaticity with foundational concepts ❖ High frequency sight words ❖ Sentence structures	❖ Categorising and associations ❖ Multiple meaning words	Listening comprehension ❖ Understanding text structure <ul style="list-style-type: none"> ○ Sequencing sentences ❖ Comprehension strategies with narrative and informational text ❖ Reading comprehension <ul style="list-style-type: none"> ○ Matching words/ phrases with pictures ○ Cloze sentence comprehension
Level 10-12 (Y3)	❖ Automaticity with foundational concepts ❖ High-frequency sight words ❖ Sentence structures	❖ Synonyms and antonyms ❖ Similes and metaphors	❖ Listening comprehension ❖ Understanding text structure <ul style="list-style-type: none"> ○ Building sentences ○ Analysing sentence structures ○ Signal words ❖ Comprehension strategies with narrative and informational text <ul style="list-style-type: none"> ○ Main ideas/ mainly about ○ Details ○ Vocabulary ○ Prediction ○ Inferencing ○ Conclusion ○ Cause and effect ○ Compare and contrast ○ Summarising ○ Paraphrasing ○ Perspective ○ Fact vs. opinion
Level 13-14 (Y4)	❖ Timed silent reading at word level ❖ Timed silent reading at paragraph level	❖ Idioms ❖ Analogies ❖ Affix and root meanings	
Level 15-16 (Y5)	❖ Modelled prosody with connected text	❖ Multiple meaning words ❖ Idioms ❖ Affix and root meanings	
Level 17-18 (Y6)		❖ Shades of meaning ❖ Advanced analogies ❖ Greek combining forms	

Finding the right starting point for the children in the programme is achieved through a 15 minute assessment task that the children complete independently. From this assessment the needs of the child are identified and then the software chooses the correct starting point by automatically generating lesson plans and practice worksheets. These worksheets can be printed and given to the children as homework to complete or as part of an independent reading activity within the school day. Lexia is also accessible at home as it is a web-based programme, meaning that children can continue their learning on a computer, iPad, tablet or Android. The Lexia software has been installed onto all computers, laptops and iPads within school.

Lexia is most effective for a child when

1. They receive a minimum of 3 x 20 minute sessions a week.
2. Teachers use the reports to monitor the child's progress once a week.
3. Students access the additional practice sheets as homework/ independent learning activity.

Please see below for the scope and sequence of Lexia units

			Phonological awareness	Phonics/ PA	Structural analysis	Automaticity/ fluency	Vocabulary	Comprehension
R	Level 1	A Picnic In The Woods	❖	❖		❖	❖	❖
Year 1	Level 2	A Day At The Beach	❖	❖		❖	❖	❖
	Level 3	A Snow Day In The City	❖	❖		❖	❖	❖
	Level 4	The Amazon Rainforest	❖	❖		❖	❖	❖
	Level 5	The Scottish Cliffs		❖		❖		❖
Year 2	Level 6	A Day In Paris		❖		❖	❖	❖
	Level 7	The African Serengeti		❖		❖		❖
	Level 8	The South Pole		❖		❖	❖	❖
	Level 9	The Egyptian Desert		❖		❖	❖	❖
Year 3	Level 10	An English Garden		❖	❖	❖		❖
	Level 11	The Swiss Alps		❖		❖	❖	❖
	Level 12	A Russian Circus		❖	❖	❖	❖	❖
Year 4	Level 13	The Indian Rainforest			❖	❖	❖	❖
	Level 14	A Japanese Garden			❖	❖	❖	❖
Year 5	Level 15	The Great Barrier Reef			❖	❖	❖	❖
	Level 16	A Hawaiian paradise			❖	❖	❖	❖
Year 6	Level 17	A Southwest Fiesta			❖	❖	❖	❖
	Level 18	The Ancient Greek Countryside			❖	❖	❖	❖

Inference

Inference is when background knowledge is used to make connections with the text being read. The reader identifies and links important parts together, thinking like a detective. We have purchased the inference training package from Leicester City Council. The aim of the intervention is to develop the inferential skills of readers in order to increase their comprehension of the text. When delivering the session, it is vital that there is explicit modelling of the mental tools and strategies used to identify meaning of texts. This is delivered through conversations therefore also increasing the speaking and listening skills of the children in the group.

The package itself contains 20 lesson plans with accompanying resources (45 text extracts), these can be used as an intervention. The intervention should happen twice a week with each session lasting 40 minutes. The 40 minutes is split into 20 minutes with the children and 20 minutes to plan and assess reading for the next session. The intervention is designed to be small group (no more than 4 children at a time). The children must be able to decode what they are reading. Those children who are on the SEN register or EAL particularly benefit from this intervention.

Each session follows the same 6 part structure:

1. Background knowledge, read the title and the text
The adult leading the session asks children what background knowledge they have about the subject they are going to read about.
2. Definitions and elaboration of vocabulary
Children identify within the text any vocabulary that they don't understand. Using the 7 links method, the word is defined and elaborated on.
 - i. It means...
 - ii. Let's say and clap
 - iii. Rhymes with...
 - iv. Image (what does it look like)
 - v. Where/ what would you find it?
 - vi. Synonyms for the word
 - vii. Put the word in a sentence.
3. Ask a question about the text
Children here are encouraged to ask a wide range of questions. They should be extended to ask inferential questions not just literal questions. There is a prompt sheet to support children in asking "detective" questions in the pack.
4. Add a sentence to the text
The group re-read the text silently and compose a sentence which will plausibly fit into a specific part of the text. These are then shared with the rest of the group by reading the sentence before, their additional sentence and the following sentence (there are links here to the KTC reading for meaning strategies)
5. Get visual and headline
Using the Get Visual sheet, the children draw the 4 main parts of text and the images that they created. The adult joins in and models thinking out loud. Children then make a headline up (approximately 10 words long) to summarise the text they have read. The focus here is on children being able to capture the gist of the text.
6. Summarise and bring the session together.
Children take turns to retell the text in sequence, using their get visual sheets to support them. The adult then concludes the session by highlighting the strategies that the group have used and saying what good readers do (links back here to KTC phonics).

**Braunstone Community Primary School
Assessment of Reading**

Book band colour	PM Benchmark/ Reading Recovery levels	KTC phonic stage	Links to PPD stages (End of year expectation)
Pink	1, 2	2	EYFS
Red	3, 4, 5	3	EYFS
Yellow	6, 7, 8	3/4	1b
Blue	9, 10, 11	4/5	1b+
Green	12, 13, 14	5	1w
Orange	15, 16	5	1w+

From book band level 17 through to 30 there are a range of stages that could be awarded for being on the same book band. This is because of the vast range of comprehension strategies and responses to texts that are needed to become a good reader. Please refer to your copy of the Parks Progression Document statements for details of the strategies and responses that apply across the book bands. When assessing each child please DO NOT use a book band level as a SOLE indication of the child's reading ability. You must refer to the Parks Progression statements and use evidence from your individual, guided and shared reading as a basis for your final teacher judgement.

NOTE: When Benchmarking a child, please DO NOT move them up a level if they are unable to answer the comprehension questions. If this is the case, then a specific intervention will be needed to target the missing comprehension strategies.

Turquoise	17, 18	Above phase 5	1s/ 1s+/2b
Purple	19, 20	Above phase 5	1s+/ 2b/ 2b+/ 2w
Gold	21, 22	--	2w+/ 2s/ 2s+/ 3b
Silver	23, 24	--	2s+/ 3b/ 3b+/ 3w
Lime	25,26	--	3s/ 3s+/ 4b
Ruby	27,28	--	3s+/ 4b/ 4b+/ 4w
Sapphire	29,30	--	4s/4s+

Free Reader

Fiction texts	These are individual books for free readers, organised alphabetically by authors' surname in the main library.
Additional texts for Guided Reading	These are sets of guided reading books for free readers. They are organised into the following bands and can be found at the top of the library in the horse-shoe: Purple, Sky blue, Pink and black

Planning, Teaching and Assessing Reading at BCPS update From Year 2 to Year 6 January 2018

Planning

- To plan the Whole Class Reading the teachers use the content domains.

20%	30%	30%	20% Combined				
Give / explain the meaning of words in context	Make inferences from the text / explain and justify inferences with evidence from the text	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Identify/explain how the meaning is enhanced through the choices of words and phrases.	Predict what might happen from details stated and implied	Identify / explain how information / narrative content is related and contributes to meaning as a whole	make comparisons within the text

- The guided reading group led by the teacher will use the KTC planning.
- The planning will use the questions starters so that all the reading skills are covered using the content domain percentages for each year group.
- Teaching assistants will 'rove' the room keeping the children on task with the question sheets and bridging the children to understand the reading skills.

Teaching expectations

- From Year 2 to Year 6 whole class reading will be timetabled in daily for 30 minutes.
- On Monday the class teacher will share read the text with the whole class for the reading session - clarifying vocabulary and comprehending the text for that week.
- The TA will then be used to support the whole class reading question activity whilst the teacher works with a guided group from Tuesday to Friday.
- The whole class reading activity will be completed in mixed ability pairings.
- For the early finishers the children can spend time finding synonyms using the thesaurus to enrich their vocabulary.

Assessment

- Teachers use the Parks Progression sheet whilst working with the guided group to assess where the children are at and areas of focus for the following week's guided group.
- Teachers will then use the Parks Progression sheet to update their target tracker as well as the rising star reading comprehension test.