



**BOWLING  
GREEN  
ACADEMY**

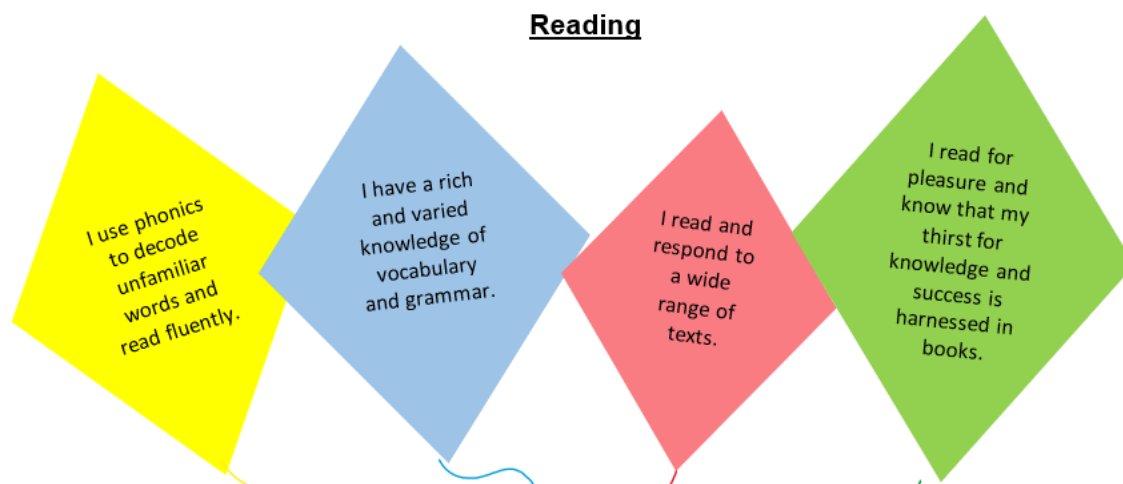
A Great Heights Academy Trust School

*Achieving together*

# How to Teach Reading



# Reading





## Phonics

At Bowling Green we follow Read Write Inc., which is a complete synthetic phonics programme. The teaching of phonics begins within the first week of Reception and is taught daily for 20 minutes. This slowly builds to a 45-minute session. Children on track will graduate from the scheme after Autumn 2 in Year 2, however children who are assessed as below will stay on the scheme until they have reached grey level.

All staff at Bowling Green Academy are fully trained in delivering RWI phonics. The school has access to the Read Write Inc portal to ensure that training is up to date and the phonics team meet regularly for updates and to discuss groupings.

Staff are provided with a detailed progression document and a 'what to teach when' guide.

Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily

Pink		Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

## Assessment

All children are assessed half-termly by their class teacher. The phonics lead then uses this data to inform groupings for the next term. If a child makes accelerated progress or is struggling, they may be assessed sooner. EYFS pupils are baselined in week 3 and the class teacher assesses weekly to ensure all pupils are keeping up.

Assessment data is used to inform interventions. Any child assessed as below or a child who has made limited to no progress will receive 1:1 tutoring. This will be delivered by a trained member of staff using the fast-track tutoring handbook and progress recorded on an individual progress record.

## Reading books

All children are provided with a decodable book which matches their phonetic ability. This book will be sent home once the children can fluently read it in their phonics sessions. Parent workshops are provided to inform and guide parents on how to support their child with reading at home and videos are shared from the portal with parents to support learning at home.

## Resources

Resources and training videos can be found on. Every staff member has receive their own log ins for these platforms.

Oxfordowl.co.uk

<https://www.ruthmiskin.com/>

## Talk through stories

Talk Through Stories is for four to six-year-old children. It is especially for children who do not come from a language-rich home. It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves. At Bowling Green, Talk Through Stories is used in Reception, Year 1 and Year 2. It can also be used by KS2 as an intervention for children who are not language rich.

## How talk through stories works

In Story week, we help children to get to know the story well: the plot, the characters, and their actions and motives.

In Vocabulary week, we focus on eight words from the story. These are words that children are unlikely to hear in everyday conversation but are likely to come across in stories. For example, in *I'm in charge* by Jeanne Willis, we chose bellowed, startled, barged, sneaked, grinned, dreadful, stomped, refused.

Children's understanding of each word is then developed in the context of their everyday lives.



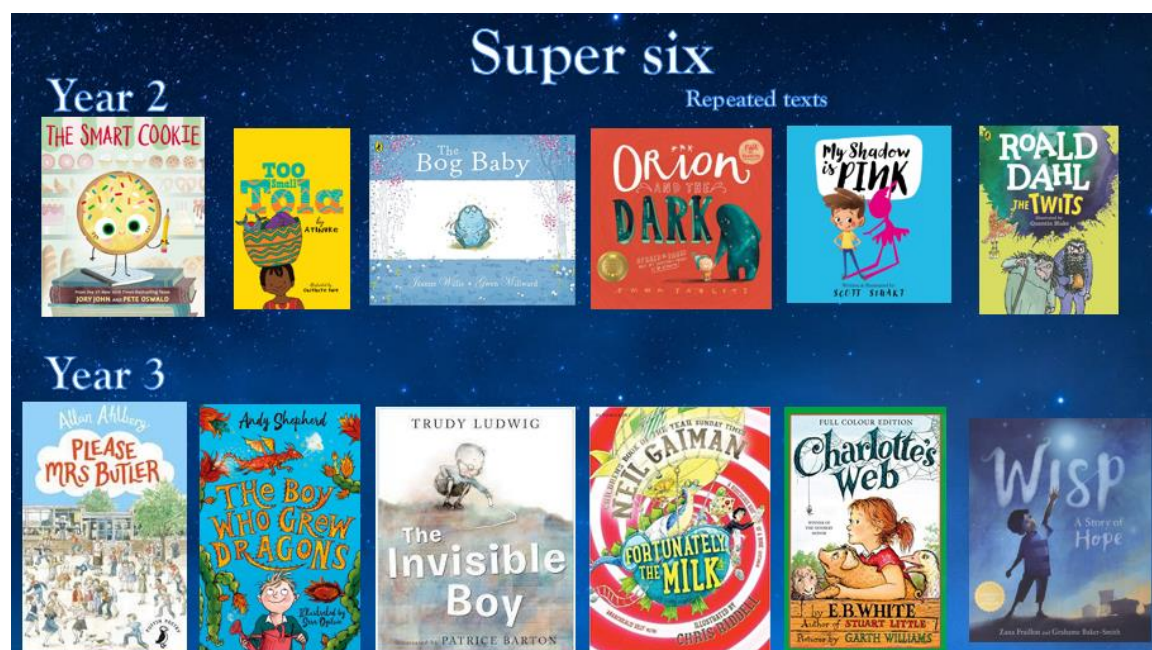


## Resources

All resources for TTS can be found on the Read Write Inc Portal. There is also guidance to create your own bespoke TTS using a quality text.

## Super six

In Reception, Y1, Y2 & Y3 each class has a 'super six'. These are high quality texts that have been carefully chosen as repeated texts. These books are displayed on separate shelving within the classroom.



# Guided Reading

## Overview

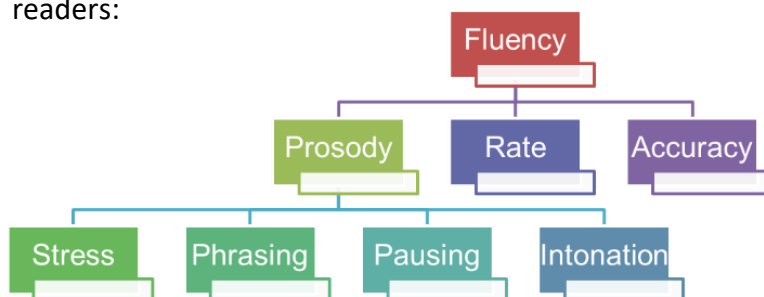
Once children have reached the proficient level in phonics, they graduate onto whole class guided reading lessons. Reading material is taken from a variety of sources ensuring texts are engaging and challenging; enthuse the children to widen their reading repertoire; often linking to a previous topic taught in the wider curriculum; linking to current affairs or be about a current news topic or a common celebration (e.g Black History Month).

These lessons follow a four-day structure:

Text: Literacy Shed Plus; Ashley Booth; quality book; book English unit is based on, Fred's Teaching resource.

Monday	Tuesday	Wednesday	Thursday
<p><b>Vocabulary:</b> Pre teaching of any vocabulary pupils need to know to understand the text. Children need to <b>read the words aloud</b> to ensure they are associating the words you are saying with the words they are reading. This is taught before children read the text.</p> <p><b>Orientation:</b> Repeated reads of the text. Retrieval questions.</p>	<p><b>Fluency:</b> Teacher modelling reading aloud. Children repeating and reading for meaning thinking about expression, pausing, patterns of stress and intonation in language, phrasing, smoothness and pace. See fluency rubric to support this. Echo Reading. Choral Reading. What is the author intent? How are we going to portray this to the reader?</p>	<p><b>VIPERS:</b> Teaching the reading skills. Teachers modelling the skill and how to answer questions. Skimming and scanning for answers. Highlighting key information.</p> <p><b>VIPERS written answers:</b> Answering the questions related to the reading skill taught. Can have questions you have completed together and <b>MUST</b> have some unseen questions for children to answer independently applying skills.</p>	<p>Depending on the focus of the VIPERS and the length of teacher modelling, this lesson may be for children to complete their <b>VIPERS written answers</b> if this has not been completed the day before.</p> <p>Otherwise, this lesson should have a focus on stamina and widening children's experience of different texts following the same structure of session 1 and 3.</p> <p><b>Vocabulary</b> <b>Quick Questions</b> – Retrieval <b>Look closer</b> – <b>VIPERS</b> decide on a specific focus depending on what the text lends herself to.</p>

Tuesday's fluency lessons focus of different skills of fluency children need to become fluent readers:



## V.I.P.E.R.S

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



Sequence – KS1

Summarise – KS2

## Seesaw



Children record their written work in their Guided Reading book where questions they are answering are stuck in for reference. Evidence of children reading aloud and focusing on fluency can be found in individual's guided reading folder on Seesaw.

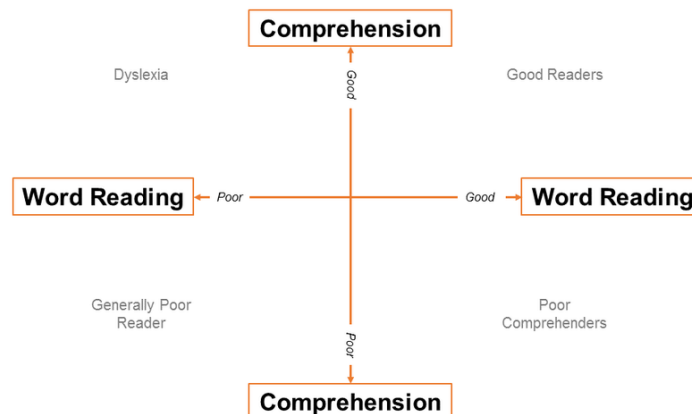
## Assessment

Reading attainment is assessed with a written, unseen reading test at the end of every term using NFER assessments in Year 2-5. Reading is assessed more frequently in Year 6 using past SAT's materials and CGP SAT's practice papers.

More frequent assessments are during guided reading lessons through observation of pupils, listening to children read and marking guided reading books.

## Inclusive Practice

Every teacher uses the 'Simple View of Reading' to plot pupils identifying pupils for intervention. This is based on formal reading assessment data and using diagnostic tools such as the 'Fluency Rubric' to assess word reading and comprehension.



Children who are identified of having poor word reading or poor comprehension (or both) will receive intervention to meet their needs.

The Fluency Rubric is used as a diagnostic tool to identify pupil's fluency abilities.

## FLUENCY RUBRIC

	1	2	3	4
<b>Expression and Volume</b>	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.
<b>Phrasing</b>	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.
<b>Smoothness</b>	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.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

What knowledge must learners acquire?

Reading requires children to make meaning out of print. They need to know the different sounds in spoken language and be able to connect those sounds to written letters in order to decipher words. They need deep background and vocabulary knowledge so that they understand the words they read. Eventually, they need to be able to recognise most words automatically and read connected text fluently, attending to grammar, punctuation, and sentence structure.

Strategies to support learners (examples\*)

- One to one reading
- Echo reading
- Reading books matched to phonics
- Regular monitoring of progress and how reading ability matches reading material
- Comprehension strategies taught through modelled and supported practice.

Where is vocabulary and language explicitly taught?

The terms relating to phonics are explicitly taught to reinforce the learning of phonics.  
Vocabulary identified as essential to understanding the text is taught prior to children reading the text.  
Pupils will be proficient in using the language associated with VIPERS throughout the school and the reading strategy they are using.  
Vocabulary is taught across the curriculum. Each unit of work has specific vocabulary which the children learn.

Strategies to support learners include

- Praise and encouragement
- Pre teaching
- Repetition of key learning points.
- Clear language
- Timely intervention
- Engaging parents in the process of reading through seesaw and reading challenges.
- Whole school reading challenges.

What does progression look like?

Children progress through the RWI phonics scheme and become competent in using phonics to read. They then progress onto the Big Cat reading scheme where they progress through the book bands supplementing their reading with a 'reading for pleasure' book.

Strategies to support learners include

- Memory activities
- Waiting/processing time
- Modelling fluent reading and comprehension strategies
- Echo reading



## Resources:

<https://theteachingbooth.wordpress.com/blog/> Incredible range of reading and book ideas – this blog is regularly updated with new thoughts about reading.

<https://wherereadingrocks.files.wordpress.com/2017/04/class-novel-books1.pdf> Ideas for different texts for children to read. Interesting selection of blurbs and reviews from other readers.

<https://smithsmm.files.wordpress.com/2017/04/bestbookopening-pt1-pdf1.pdf> Bitesize one liners from the very beginning of a selection of books to help children decide if they are hooked, interested or inspired.

<https://vocabularyninja.files.wordpress.com/2017/08/ks2-word-of-the-day-free.pdf> The author of Vocabulary Ninjas has put together the whole pack of Word of the Day from one whole academic year- that's a huge 76 pages of words just ready and waiting to be introduced to the class. How might you use these words in your class? Make other words from these words? Use these words in their own sentences? The possibilities are endless.

<https://vocabularyninja.co.uk/word-of-the-day/> - Find the latest Word of the Day posters to expand your vocabulary.

<https://www.literacyshed.com/> The original well-loved Literacy Shed. A wealth of videos and animations from YouTube to be used to expand comprehension and understanding. Many of the videos provide good talking points, such as moral dilemmas and questions about the world around us. The author of the Literacy Shed has provided a number of ways in which you can incorporate these videos into your curriculum as well as given lots of comprehension questions to address the clips head on.

<http://www.grammar-monster.com/> A very comprehensive page full of the different aspects of grammar. There are also some challenging tests which can be taken interactively on-screen. A useful website devoted to the learning of those difficult SPaG elements.

<http://www.pobble365.com/> What a beautiful resource! Every day of the year begins with a picture. For each picture there are a number of tasks to undertake. Have a look- this is great! This website has developed massively over the past few years and is full of content to discuss literary ideas with your children. Sign up for a free account – a lot of the content is free to access when you are inside!