



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

# **Mile Oak Primary School:**

## **Reading Appendix**

<b>Date</b>	<b>February 2023</b>
<b>Review Date</b>	<b>February 2024</b>

**Reading Policy 2023**  
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## Appendix 1-6: KS1 Phonics Weekly Plans (Phase 2-5a)

### 1: Monday

If possible, during all phonics lessons children should be **at desks**. They should be looking at and listening to the adult at all times.

Revisit (5 minutes) 9:40-9:45

Flashcards/Are you ready powerpoints (only words, not sentences or individual graphemes as these are for additional whole class or group practise).

Choose a few 'Revisit' pages (from previous phase initially, then include previously taught graphemes) and read the words fluently together (not my turn, your turn but teacher keeping rhythm). If this does not suit the needs of your group, you could do my turn/your turn. You are aiming for 8 pages of reading minimum in an age related group (this should build up to more throughout the week).

Teach (5 minutes) 9:45-9:50

Introduce new grapheme/blends and children to repeat it back. Adults to model correct, pure pronunciation and check that the children are copying correctly. If they are not, then repeat. Segment and blend the new words and ensure that children to follow along on their book using pointy finger. My turn, our turn, your turn. Give children time to practise reading the words independently while teacher circulates listening to the children's pronunciation. Include sentence- children to read sentence independently, then all say it together. Include tricky words.

Practice (10 minutes) 9:50-10:00

Look (teacher directed): How many times can you write \_\_\_\_\_ before I say stop? Write the word that rhymes with \_\_\_\_\_ until I say stop.

Game (working in pairs, teacher circulating): Read, reveal and repeat! Children to work in pairs with a pile of words. They take it in turns to read it while their partner writes.

Apply (10 minutes) 10:00-10:10

Write dictation sentence from book with books flipped over. Only model the dictation sentence at the end if the majority of the group have not got it. Otherwise, work with individual children. In the interest of keeping the correct pace of the lesson, pick out a whiteboard with the correct sentence and hold it up. You may want to shorten the sentence to suit the needs of your group. Spent 1-2 minutes on this.

Children to read fully decodable book in pairs. One partner to read a page and other partner to listen, following along and correcting where necessary as if they were the teacher. Children must continue reading until the end of the time. If they finish the book, they go back to the start and continue. Swap roles in this instance so that children are now reading the other page.

Higgeldy piggeldy (**previous phase**)- 60 second read. This is for your teacher assessment of their fluency so the children should not know they are being timed.

Plenary

Have a final check over learning of the day and ensure that all children understand. If you are unsure, ask them all to read a word/write a word/modelling a word wrong to see if they notice. Check in with any individual children that have been wobbly. Ensure that all children leave the lesson being able to read the new taught words. If any children leave the lesson without being able to read a particular word or words, write this on a sticker for their class teacher to give them so the words can be revisited throughout the day. Children with a sticker must be put into an intervention (see separate plan)- in groups initially, then 1:1 if they still do not get the word. If they need 1:1 intervention, this must also be communicated with the parents. This means phoning/messaging the parent if they do not collect.

**2: Tuesday****Revisit (5 minutes) 9:40-9:45**

Flashcards/Are you ready powerpoints (only words, not sentences or individual graphemes as these are for additional whole class or group practise).

Choose a few 'Revisit' pages (from previous phase initially, then include previously taught graphemes) and read the words fluently together (not my turn, your turn but teacher keeping rhythm). If this does not suit the needs of your group, you could do my turn/your turn. You are aiming for 8 pages of reading minimum in an age related group (this should build up to more throughout the week).

**Teach (5 minutes) 9:45-9:50**

Introduce new grapheme/blends and children to repeat it back. Adults to model correct, pure pronunciation and check that the children are copying correctly. If they are not, then repeat. Segment and blend the new words and ensure that children to follow along on their book using pointy finger. My turn, our turn, your turn. Give children time to practise reading the words independently while teacher circulates listening to the children's pronunciation. Include sentence- children to read sentence independently, then all say it together. Include tricky words.

**Practice (10 minutes) 9:50-10:00**

Look (teacher directed): Write the word with the most/least letters as many times as you can until I say stop. Write all the words that have the letter \_\_\_\_

Game (teacher circulating): Read and roll in pairs.

**Apply (10 minutes) 10:00-10:10**

Write dictation sentence from book with books flipped over. Only model the dictation sentence at the end if the majority of the group have not got it. Otherwise, work with individual children. In the interest of keeping the correct pace of the lesson, pick out a whiteboard with the correct sentence and hold it up. You may want to shorten the sentence to suit the needs of your group. Spent 1-2 minutes on this.

Children to read fully decodable book in pairs. One partner to read a page and other partner to listen, following along and correcting where necessary as if they were the teacher. Children must continue reading until the end of the time. If they finish the book, they go back to the start and continue. Swap roles in this instance so that children are now reading the other page.

Higgeldy piggeldy (**previous phase**)- 60 second read. This is for your teacher assessment of their fluency so the children should not know they are being timed.

**Plenary**

Have a final check over learning of the day and ensure that all children understand. If you are unsure, ask them all to read a word/write a word/modelling a word wrong to see if they notice. Check in with any individual children that have been wobbly. Ensure that all children leave the lesson being able to read the new taught words. If any children leave the lesson without being able to read a particular word or words, write this on a sticker for their class teacher to give them so the words can be revisited throughout the day. Children with a sticker must be put into an intervention (see separate plan)- in groups initially, then 1:1 if they still do not get the word. If they need 1:1 intervention, this must also be communicated with the parents. This means phoning/messaging the parent if they do not collect.

**3: Wednesday****Revisit (5 minutes) 9:40-9:45**

Flashcards/Are you ready powerpoints (only words, not sentences or individual graphemes as these are for additional whole class or group practise).

Choose a few 'Revisit' pages (from previous phase initially, then include previously taught graphemes) and read the words fluently together (not my turn, your turn but teacher keeping rhythm). If this does not suit the needs of your group, you could do my turn/your turn. You are aiming for 8 pages of reading minimum in an age related group (this should build up to more throughout the week).

**Teach (5 minutes) 9:45-9:50**

Introduce new grapheme/blends and children to repeat it back. Adults to model correct, pure pronunciation and check that the children are copying correctly. If they are not, then repeat. Segment and blend the new words and ensure that children to follow along on their book using pointy finger. My turn, our turn, your turn. Give children time to practise reading the words independently while teacher circulates listening to the children's pronunciation. Include sentence- children to read sentence independently, then all say it together. Include tricky words.

**Practice (10 minutes) 9:50-10:00**

Look (teacher directed): Write all the words that have more than \_\_\_\_ letters. Check with a friend. Move your finger over each word. Write the word that your finger lands on when I say freeze!

Game (teacher circulating): Pass the parcel. When the music stops, the person it lands on chooses a word and reads it out loud. All children then write that word. If you have a small group of 2 children, you could play a 'snap' or memory matching game using flashcards of taught words or sounds.

**Apply (10 minutes) 10:00-10:10**

Write dictation sentence from book with books flipped over. Only model the dictation sentence at the end if the majority of the group have not got it. Otherwise, work with individual children. In the interest of keeping the correct pace of the lesson, pick out a whiteboard with the correct sentence and hold it up. You may want to shorten the sentence to suit the needs of your group. Spent 1-2 minutes on this.

Children to read fully decodable book in pairs. One partner to read a page and other partner to listen, following along and correcting where necessary as if they were the teacher. Children must continue reading until the end of the time. If they finish the book, they go back to the start and continue. Swap roles in this instance so that children are now reading the other page.

Higgeldy piggeldy (**previous phase**)- 60 second read. This is for your teacher assessment of their fluency so the children should not know they are being timed.

**Plenary**

Have a final check over learning of the day and ensure that all children understand. If you are unsure, ask them all to read a word/write a word/modelling a word wrong to see if they notice. Check in with any individual children that have been wobbly. Ensure that all children leave the lesson being able to read the new taught words. If any children leave the lesson without being able to read a particular word or words, write this on a sticker for their class teacher to give them so the words can be revisited throughout the day. Children with a sticker must be put into an intervention (see separate plan)- in groups initially, then 1:1 if they still do not get the word. If they need 1:1 intervention, this must also be communicated with the parents. This means phoning/messaging the parent if they do not collect.

**4: Thursday****Revisit (5 minutes) 9:40-9:45**

Flashcards/Are you ready powerpoints (only words, not sentences or individual graphemes as these are for additional whole class or group practise).

Choose a few 'Revisit' pages (from previous phase initially, then include previously taught graphemes) and read the words fluently together (not my turn, your turn but teacher keeping rhythm). If this does not suit the needs of your group, you could do my turn/your turn. You are aiming for 8 pages of reading minimum in an age related group (this should build up to more throughout the week).

**Teach (5 minutes) 9:45-9:50**

Introduce new grapheme/blends and children to repeat it back. Adults to model correct, pure pronunciation and check that the children are copying correctly. If they are not, then repeat. Segment and blend the new words and ensure that children to follow along on their book using pointy finger. My turn, our turn, your turn. Give children time to practise reading the words independently while teacher circulates listening to the children's pronunciation. Include sentence- children to read sentence independently, then all say it together. Include tricky words.

**Practice (10 minutes) 9:50-10:00**

Look and flip (turn over the book- teacher directed): Write out all the words with the \_\_\_\_\_ phoneme. Find your trickiest word and tell your friend why it is tricky. Write it out and draw a danger sign underneath it. (a triangle with an exclamation mark inside)

Game (teacher directed): Countdown! Have all the words from the lesson a white board/flipchart paper. Start a timer, say a child's name and point to a word. When their name is called, they need to read the word you are pointing to. Repeat until all the children have read a word. Stop the timer and see how quickly you have read the words as a group. Next time, try and beat the score! If you have a larger group and need to maximise engagement, you could ask them all to say it together, or ask them all to repeat. If this game does not suit the needs of your group, play a 'snap' or memory matching game with flashcards.

**Apply (10 minutes) 10:00-10:10**

Write dictation sentence from book with books flipped over. Only model the dictation sentence at the end if the majority of the group have not got it. Otherwise, work with individual children. In the interest of keeping the correct pace of the lesson, pick out a whiteboard with the correct sentence and hold it up. You may want to shorten the sentence to suit the needs of your group. Spent 1-2 minutes on this.

Children to read fully decodable book in pairs. One partner to read a page and other partner to listen, following along and correcting where necessary as if they were the teacher. Children must continue reading until the end of the time. If they finish the book, they go back to the start and continue. Swap roles in this instance so that children are now reading the other page.

Higgeldy piggeldy (**previous phase**)- 60 second read. This is for your teacher assessment of their fluency so the children should not know they are being timed.

**Plenary**

Have a final check over learning of the day and ensure that all children understand. If you are unsure, ask them all to read a word/write a word/modelling a word wrong to see if they notice. Check in with any individual children that have been wobbly. Ensure that all children leave the lesson being able to read the new taught words. If any children leave the lesson without being able to read a particular word or words, write this on a sticker for their class teacher to give them so the words can be revisited throughout the day. Children with a sticker must be put into an intervention (see separate plan)- in groups initially, then 1:1 if they still do not get the word. If they need 1:1 intervention, this must also be communicated with the parents. This means phoning/messaging the parent if they do not collect.

**6: Friday****Revisit (5 minutes) 9:40-9:45**

Flashcards/Are you ready powerpoints (only words, not sentences or individual graphemes as these are for additional whole class or group practise).

Choose a few 'Revisit' pages (from previous phase initially, then include previously taught graphemes) and read the words fluently together (not my turn, your turn but teacher keeping rhythm). If this does not suit the needs of your group, you could do my turn/your turn. You are aiming for 8 pages of reading minimum in an age related group (this should build up to more throughout the week).

**Teach (5 minutes) 9:45-9:50**

Introduce new grapheme/blends and children to repeat it back. Adults to model correct, pure pronunciation and check that the children are copying correctly. If they are not, then repeat. Segment and blend the new words and ensure that children to follow along on their book using pointy finger. My turn, our turn, your turn. Give children time to practise reading the words independently while teacher circulates listening to the children's pronunciation. Include sentence- children to read sentence independently, then all say it together. Include tricky words.

**Practice (10 minutes) 9:50-10:00**

Look and flip (turn over the book- teacher directed): Write out all the words with the \_\_\_\_\_ phoneme. Find your trickiest word and tell your friend why it is tricky. Write it out and draw a danger sign underneath it. (a triangle with an exclamation mark inside)

Game (teacher circulating): Be the teacher. Children to take it in turns to choose a word for their partner to write, then check, then repeat. In smaller groups with less strong learning behaviour, it could be teacher led and completed as a group.

**Apply (10 minutes) 10:00-10:10**

Write dictation sentence from book with books flipped over. Only model the dictation sentence at the end if the majority of the group have not got it. Otherwise, work with individual children. In the interest of keeping the correct pace of the lesson, pick out a whiteboard with the correct sentence and hold it up. You may want to shorten the sentence to suit the needs of your group. Spent 1-2 minutes on this.

Quick spelling test for the week- choose 1-2 words from each day taught (same length of time as higgledy piggeldy- 2 minutes maximum).

Children to read fully decodable book in pairs. One partner to read a page and other partner to listen, following along and correcting where necessary as if they were the teacher. Children must continue reading until the end of the time. If they finish the book, they go back to the start and continue. Swap roles in this instance so that children are now reading the other page.

**Plenary**

Have a final check over learning of the day and ensure that all children understand. If you are unsure, ask them all to read a word/write a word/modelling a word wrong to see if they notice. Check in with any individual children that have been wobbly. Ensure that all children leave the lesson being able to read the new taught words. If any children leave the lesson without being able to read a particular word or words, write this on a sticker for their class teacher to give them so the words can be revisited throughout the day. Children with a sticker must be put into an intervention (see separate plan)- in groups initially, then 1:1 if they still do not get the word. If they need 1:1 intervention, this must also be communicated with the parents. This means phoning/messaging the parent if they do not collect.

**Appendix 6 : Phonics Intervention Plan**

If there are a group of children who are not fluent in recognising the taught grapheme of that day, a catch-up session at 1:15pm should follow this structure. It could also be used to pre-teach a group of children the next day's grapheme.

**1 minute Revisit-** Flashcards

**5 minutes Teach-** Segment and blend the words and ensure that children to follow along on their book using pointy finger. My turn (adult), our turn (adult and children), your turn (just children, adult listening and watching). Adults to model correct, pure pronunciation and check that the children are copying correctly. If they are not, then repeat. Think out loud to point out tricky parts. Give children time to practise reading the words independently while teacher circulates. Include sentence- children to read sentence independently, then all say it together. Include tricky words.

**5 minutes Practise-** Game: Read and roll/pass the parcel/guess my word/read, reveal, repeat/countdown/be the teacher.

**5 minutes Apply-** quick spelling test of the words from the day to check children are applying.

Any children who still have not grasped the grapheme or need additional practise in general should receive an additional intervention, following one of these structures, depending on the child's need/gap in their learning:

GPC Chart- Teaching Unknown GPCs (pre-teach/unknown graphemes)

1. Write down the focus grapheme at least two times per row in random places on the grapheme chart.
2. Add in three graphemes that the child knows fluently into other spaces on the chart.
3. Show the unknown grapheme (flashcard). Emphasise the shape using your finger by running it over the grapheme and saying the phoneme as you go along. Ask the child to repeat.
4. Show the unknown grapheme (on the chart) and say the phoneme (my turn).
5. Ask the child to repeat it (your turn) at least three times with the adult pointing to the grapheme in the same place first, then in different places on the chart.
6. Adult to point to all of the graphemes in order and child to say the phoneme.
7. If the child doesn't recognise the grapheme, tell them the phoneme, ask the child to repeat and continue.
8. Repeat, building on fluency.
9. Now, use flashcards to assess the child's ability to read the taught grapheme.

Oral Blending (blending)

1. You will need four picture cards.
2. (My turn). Show the child one picture. Sound talk the pictures in an exaggerated manner, but do not say the word (your turn), child repeats.
3. (My turn). Repeat at a faster pace and blend to say the word (your turn). Child repeats.
4. Repeat this process with all four pictures.
5. Sound-talk the picture, child to point to the picture.
6. When the child points, they need to sound-talk the picture and blend to say the word.

Win It (Grapheme recognition)

1. Show the unknown grapheme (flashcard).
2. Emphasise the shape using your finger by running it over the grapheme and saying the phoneme as you go along.
3. Ask the child to repeat this at least three times.
4. Put the new grapheme in with a collection of known graphemes.
5. Go through all of the grapheme flashcards.
6. If the child recognises the grapheme, put it at the back and continue to show the cards.
7. If the child doesn't recognise the grapheme, tell them the phoneme, get the child to repeat it and put it closer to the front.

Mix It Up (Blending)

1. Make one of the words with your grapheme cards. Point to each grapheme, saying the phoneme. Sweep your finger from left to right under the graphemes. Say the word as a whole as you sweep.
2. Push the cards towards the child. Then repeat step 1.
3. Mix it up- teacher models mixing up the individual graphemes. Put them into the correct order, saying the phoneme for each grapheme to make the word. Sweep your finger from left to right under the graphemes. Say the word as a whole as you sweep.
4. Push the cards towards the child. Repeat step 2.
5. Now pick up the whole word, model sounding out and blending the word.
6. Child to repeat step 5.
7. Repeat steps 1 to 6 with remaining words.



## Appendix 7: Work Book Example

ay

		I can read!	I can spell!
s ay	say		
m ay	may		
a w ay	away		
pl ay	play		
st ay	stay		
str ay	stray		
spr ay	spray		
cr ay o n	crayon		
d e l ay	delay		
to d ay	today		

May we stay and play with Mrs May today?

Tricky words:

	I can read!	I can spell!
Mr		
Mrs		

Week 1  
60 Second Read #1

## **Toast**

I like to have plum jam on my toast.

My gran has a little speck of butter on her toast.

My sister likes to cut the crusts off  
her toast.

Grandad has fresh eggs and ham on  
his toast.

Mum and Dad do not like toast.  
They like muffins.

Brent has jam and crisps on his toast.

Yuck!

I still think that plum jam is the best.



## Appendix 9-11: Reception Phonics Plans

### 9: Group 1 and 2

#### Content Focus:

- Phase 2 GPC – revision
- oral blending and segmenting
- initial sounds/ sound awareness
- word reading- satpin + mdgock as we progress, VC words and exposure to CVC
- ✓ ***Use my turn, our turn throughout***
- ✓ ***Use robot arms to segment and blending hands to blend for oral work***
- ✓ ***Use pointing for segmenting and swiping under word to blend when reading words***

#### Tune in

- Oral segmenting and blending on screen
- Oral segmenting and blending with some objects
- Oral blending after adult segmenting i.e. which is the word I segmented?

#### Revisit (5 minutes)

- Revise graphemes on screen
- Word reading with learnt sounds – exposure to cvc

#### Teach (5 minutes)

- Introduce a new / focus sound on the screen – drum roll. Show cursive and print flash cards
- Insist on all children repeating the sound individually and at pace – noisy letters if appropriate for group
- Model writing the sound in cursive and print on the large whiteboard
- Repeat all children looking and saying the sound

#### Practise (5-10 minutes)

- Play – what's in the pot to secure initial sound discrimination? Show the grapheme card for each object.
- Use magnetic whiteboard – all graphemes at the bottom, children to push up one grapheme at a time as directed. Quick pace - all working together.

#### Apply (5 minutes)

- Read words containing new sound - CVC
- Display VC words on the screen
- Use magnetic whiteboards to make the same word. Direct the children e.g. first we need an 'i', push up your 'i', then we need a 't', the 't' is at the end.
- Segment and blend on the screen then by pointing to their magnetic letters

**10: Group 3**

## Content Focus:

- Phase 3 GPC
- Oral blending and segmenting
- Word reading CVC words in phase 2 and phase 3 as we progress
  
- ✓ ***Use my turn, our turn throughout***
- ✓ ***Use robot arms to segment and blending hands to blend for oral work***
- ✓ ***Use pointing for segmenting and swiping under word to blend when reading words***

Tune in

- Oral segmenting and blending on screen
- Oral blending after adult segmenting i.e. which is the word I segmented?

Revisit (5 minutes)

- Revise graphemes on screen
- Word reading with learnt sounds

Teach (5 minutes)

- Introduce a new / focus sound on the screen – drum roll. Show cursive and print flash cards
- Insist on all children repeating the sound individually and at pace – noisy letters if appropriate for group
- Model writing the sound in cursive and print on the large whiteboard
- Repeat all children looking and saying the sound

Practise (5-10 minutes)

- Use grapheme pack to show words with new phoneme
- Read words containing new sound on screen – teacher modelling
- Leading to pass the parcel/ read and roll as we progress (HT to liaise with KG on games when the time comes)

Apply (5 minutes)

- Read CVC words with learnt sounds - use magnetic whiteboards to support as appropriate
- Read captions containing learnt sounds and TW – phase 2/ moving to phase 3 application
- Leading to book reading as we progress

**11: Group 4**

## Content Focus:

- Phase 3 GPC
- Oral blending and segmenting - independently
- Caption reading and book reading - phase 2 and phase 3 as we progress
  
- ✓ ***Use my turn, your turn throughout***
- ✓ ***Use robot arms to segment and blending hands to blend for oral work***
- ✓ ***Use pointing for segmenting and swiping under word to blend when reading words***

Tune in

- Oral segmenting and blending on screen
- Oral blending – independently

Revisit (5 minutes)

- Revise graphemes on screen
- Word reading with learnt sounds

Teach (5 minutes)

- Introduce a new / focus sound on the screen – drum roll. Show cursive and print flash cards
- Insist on all children repeating the sound individually and at pace – noisy letters if appropriate for group
- Model writing the sound in cursive and print on the large whiteboard
- Repeat all children looking and saying the sound

Practise (5-10 minutes)

- Use grapheme pack to show words with new phoneme
- Read words containing new sound on screen – teacher modelling
- Play a game e.g roll and read

Apply (5 minutes)

- Read captions containing learnt sounds and TW – phase 2/ moving to phase 3 application
- Book reading – phase 2 / phase 3 as we progress

## **Appendix 12: Additional KS1/2 Phonics Support Plan**

Whole group together due to behaviour for learning. Children will have already had a 15-minute phonics session so they will need to understand this is a boost session for maximum progress. Revisit activities will be based on teacher assessment so communication between reception teachers and lead teacher will be critical. Each section gives options of activities; it is not expected that all would be taught every session.

### **Step 1: Oral Work**

- Oral segmenting action game
- Oral blending – Reception and KS1 words e.g c – oa – t = coat
- Oral blending after adult segmenting - use objects and children to pick which one it is

### **Step 2: Revisit Initial Sounds - based on teacher assessments**

- Sound pot sorting (ensure leading adult checks all the objects actually start with that sound – sometimes the pots have ones that start with the letter not the sound e.g., oval for 'o'.)
- Object hunt – within discovery room
- Focus graphemes carpet tiles (reception have some) - adult say words children jump inside
- Pegs on the caterpillar – adult gives a word / picture card and child pegs onto the correct initial sound

### **Step 3: Revisit GPC/ Sound in words – based on teacher assessments**

- Metal Mike (cardboard robot with hole to push word cards through – reception have one to borrow) - lead teacher to write out word cards based on class need. Children take it in turns to segment and blend to read and post the words – all children repeat chorally each time
- Use magnetic letters to push up individual graphemes – quick pace all pushing up and down together
- Hopping on large grapheme cards
- Grapheme hunt – hidden and children tick off list. Could take outside once settled into group

### **Step 4: Application**

- More word reading – this time a selection of CVC and VC. Use magnetic whiteboards to segment to spell and blend to read word. Make the word one grapheme at a time, segment and blend the word on the board.

### **Step 5: Application 2**

- Play a game on ipads

## Appendix 13: Quality Interactions

\* Education Endowment Foundation Preparing for Literacy Guidance Report

### Box 1: High quality interactions—it's harder than it looks

Multiple frameworks exist to help structure high quality interactions.

**Guided interaction** occurs when an adult and child collaborate on a task and the adult's strategies are highly tuned to the child's capabilities and motivations.<sup>13</sup> The adult is responsive to the child's intentions, focuses on spontaneous learning, and provides opportunities for the child's feedback. Discussion is a key feature of this approach and the use of a variety of questions helps to develop and extend children's thinking.

**Sustained shared thinking** involves two or more people working together to solve a problem, clarify an issue, evaluate activities, or extend a narrative.<sup>12,14</sup> Key features include all parties contributing to the interaction—one aimed at extending and developing children's thinking.<sup>12,14</sup> Techniques that adults might use include:<sup>15</sup>

- **tuning in**—listening carefully to what is being said and observing what the child is doing;
- **showing genuine interest**—giving whole attention, eye contact, and smiling and nodding;
- **asking children to elaborate**—'I really want to know more about this';
- **recapping**—'So you think that...';
- **giving their own experience**—'I like to listen to music when cooking at home';
- **clarifying ideas**—'So you think we should wear coats in case it rains?';
- **using encouragement to extend thinking**—'You have thought really hard about your tower, but what can you do next?';
- **suggesting**—'You might want to try doing it like this';
- **reminding**—'Don't forget that you said we should wear coats in case it rains'; and
- **asking open questions**—'How did you?', 'Why does this...?', 'What happens next?'

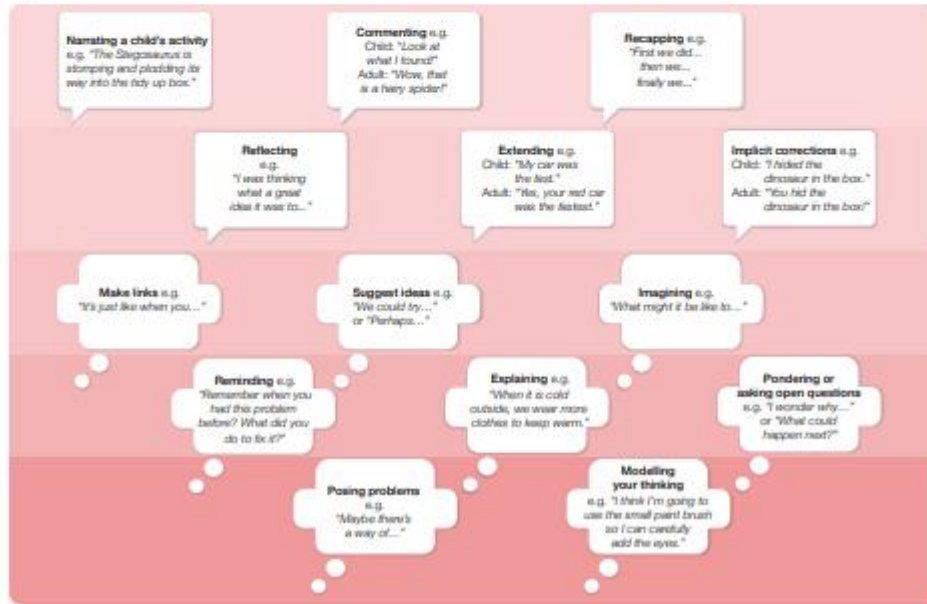
**Communication and language provide the foundations for learning, thinking, and wellbeing.**

A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period<sup>1</sup>. Evidence indicates that success in literacy relies on the secure development of language<sup>2</sup>, and that these skills are amongst the best predictors of educational success<sup>3</sup>.

**Effective environments for supporting oral language**

There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity<sup>3</sup>. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.

Fig 1.



Tier 2

Appendix 14 -

Reading Tier 2

Vocabulary

Reading Vocabulary

<p><u>Reception</u></p> <p>why which how where who when what order similar different author character</p>	<p><u>Year 1</u></p> <p>vocabulary infer predict explain retrieve sequence text setting explain discuss</p>	<p><u>Year 2</u></p> <p>facts opinions fiction non-fiction information compare describe</p>
<p><u>Year 3</u></p> <p>summarise recommend evidence genre paragraph</p>	<p><u>Year 4</u></p> <p>plot implied justify feature identify</p>	<p><u>Year 5</u></p> <p>structure content refer inform</p>



Year 6*perspective**themes**deduce**comparisons**impression*

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## Appendix 15: Dialogic Book Talk

### Box 3: The PEER framework

This is a simple sequence that can be used to support shared, or 'dialogic', reading. When reading together, adults can pause and:

- **P**rompt the child to say something about the book;
- **E**valuate their response;
- **E**xpand their response by rephrasing or adding information to it; and
- **R**epeat the prompt to help them learn from the expansion.<sup>23</sup>

For example, if an adult and child were looking at a page in a book about a zoo, the parent might point at a picture and say, 'What is that?' [prompt]. The child replies, 'zebra', and the adult responds, 'That's right [evaluation]—it's a black and white stripy zebra [the expansion]; can you say, "stripy zebra"?' [the repetition].

There are five main types of prompts that can be used as part of the PEER sequence. The prompts can be remembered using the acronym CROWD:

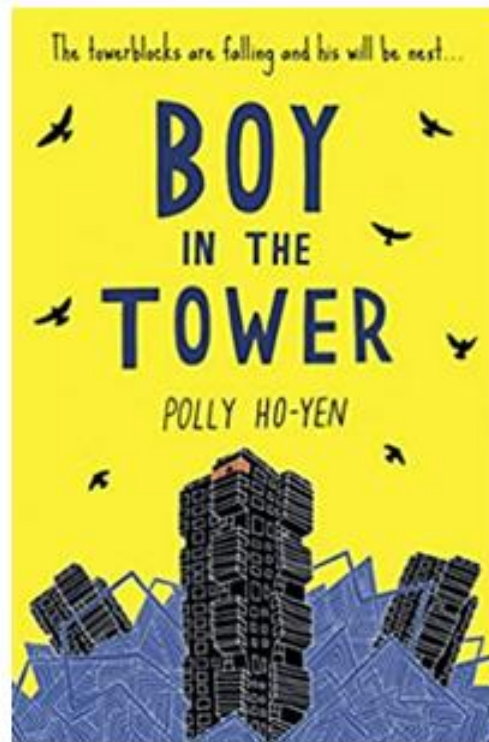
- **C**ompletion—leave a blank at the end of a sentence for children to complete (this works particularly well with books with rhymes or repetitive phrases);
- **R**ecall—ask children about something they have already read (these prompts support children to understand the story plot);
- **O**pen-ended—often with a focus on pictures in books (this works well with illustrations and encourages children to express their ideas);
- **Wh**—prompts that begin with 'who', 'what', 'where', 'why', and 'when' ('what' questions can be used to develop vocabulary); and
- **D**istancing—connects the book to children's own life experiences and provides an opportunity for high quality discussion.



At Mile Oak we  
love to read!



I am currently reading:














Ask me all about it!

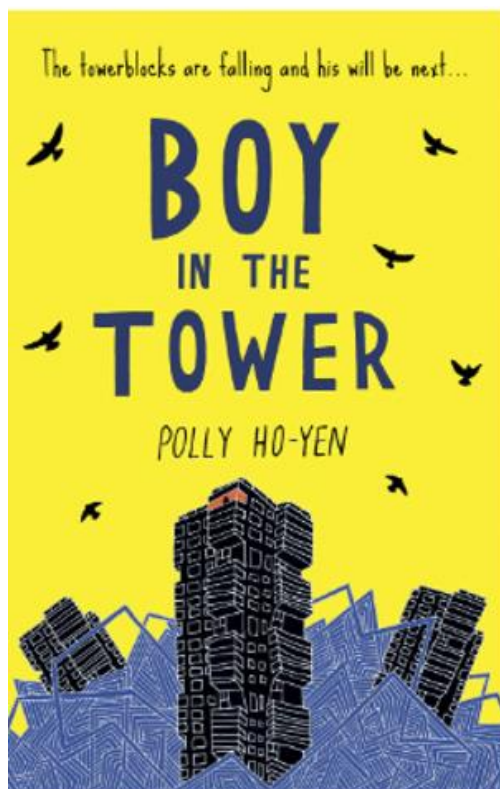
Appendix 17: Reception Key Texts example



Appendix 18: Reception Core Text example

				
<p><b>HEADS SHOULDERS KNEES AND TOES</b></p>	<p><b>HUMPTY DUMPTY</b></p>	<p><b>TWINKLE TWINKLE LITTLE STAR</b></p>	<p><b>5 LITTLE DUCKS</b></p>	
<p><b>1 2 3 4 5 ONCE I CAUGHT A FISH ALIVE</b></p>		<p><b>MILE OAK RECEPTION CORE TEXTS AUTUMN 2021</b></p>	<p><b>PAT A CAKE PAT A CAKE</b></p>	
<p><b>TEN FAT SAUSAGES</b></p>	<p><b>MILE OAK RECEPTION CORE TEXTS AUTUMN 2021</b></p>		<p><b>WIND THE BOBBIN UP</b></p>	
<p><b>BAA BAA BLACK SHEEP</b></p>	<p><b>ROW ROW ROW YOUR BOAT</b></p>	<p><b>INCY WINCY SPIDER</b></p>	<p><b>5 CURRANT BUNS</b></p>	
				

## Appendix 19: Guided Reading Planning Example



- **Week 1:** Extracts from Boy in The Tower/ Rain poem
- **Week 2:** Boy in the Tower Extracts
- **Week 3:** Boy in the Tower Extracts / 'Being Deaf' film clip/Deaf poetry
- **Week 4:** Grenfell newspaper reports/news reports
- **Week 5:** Boy in the Tower extracts
- **Week 6:** Boy in the Tower/Unusual plants non-fiction text

**Appendix 20: Reading Fluency Plan**

Prior to session 1: Select a text to be used for all sessions (passage from a story, information text, poem, song). The texts should be a reading with good phrasing and expression. When preparing a reading consider the following: voice(s), pauses, word meanings, asides and memorable words/phrases.

<b>Session 1: Adult as model/ Echo Reading</b>	<p>Provide children with text and display larger text on screen or large display copy. Read the text aloud modelling fluency, intonation, movement, volume and expression whilst pupils follow the text with their own copy. Discuss your reading by talking about any tricky words or phrases and providing their meanings. Also look carefully at the punctuation, pointing out how it affects your delivery.</p> <p>Children echo back the section read by the adult, line by line, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc. This can be repeated multiple times as necessary.</p> <p>Discuss the text and identify the devices used by the teacher to engage the audience, creating a success criteria.</p> <p>Explain to the class that groups will take the same text and perform it for the class.</p>
<b>Session 2: Marks out of 10/ Repeated Choral Reading</b>	<p>Read the text to the children. Encourage them to listen attentively and act as judges, giving you marks out of 10 on their whiteboards. As they award marks, they must give feedback about what you did well and how you could improve, using success criteria from previous session.</p> <p>Using the class feedback, read the display copy of the text two to three times chorally, as a whole class. The choral readings can change from the whole group reading the text to having different subgroups read the passage.</p>
<b>Session 3: Paired Reading</b>	<p>Children then work in twos or threes, either with the same short text or different sections of the longer text. In their groups, each child reads their section aloud, echoing the initial reading by the adult, while the partner(s) follow along silently, providing help as needed and giving positive feedback. If any children get stuck on a word, their partner should help them read it. For additional practice, they should read the whole sentence or line again before continuing with the reading.</p>
<b>Session 4: Text Marking and Practice</b>	<p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompt cards provided to direct their reading, thinking carefully about the text and language used by the writer. Rehearse the reading as a group.</p>
<b>Session 5: Rehearse</b>	<p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal. Teacher to circulate and direct where necessary.</p>
<b>Session 6/7: Perform and Reflect</b>	<p>Each group performs their rehearsed piece to the class. Adult to take photos or video. Children evaluate their own and/or others' performances and give feedback. They may use the success criteria to support articulation of evaluations.</p> <p>Use prompts to support articulation of evaluations: I liked it when... because... Model this for the class.</p>
<b>Session 8: Introduce Reading Buddies (class teachers only)</b>	<p>Explain to children that they will each have a reading buddy. During fluency reading sessions they will each read to their partner for 10 minutes and then swap over. The expectation is that:</p> <ul style="list-style-type: none"> <li>• One child will read but both will follow along</li> <li>• Partner can help with tricky words, using skills taught previously</li> <li>• Children to praise fluency, expression etc. using success criteria from previous sessions</li> </ul>

**Session 9: Monitor  
reading buddies  
(class teachers only)**

Teacher to circulate around class and ensure that children are all reading and listening to one another, providing feedback to pairs and whole class feedback at the end.