

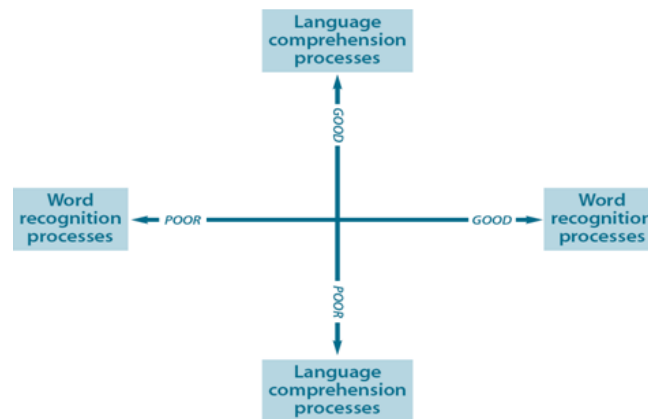
Decodable Texts KS1

Trainer: Janet Thompson **Training aimed at:** Reception, Year 1 and Year 2 Teachers

This training will cover:

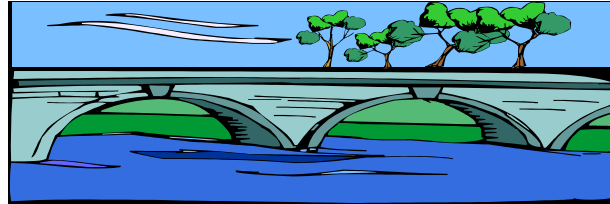
- *What is a decodable book?*
- Bridging phonics into reading.
- Features and structure of a decodable reading group session.
- How to structure a decodable reading group session.
- Progression from blending for fluency to comprehension.

Early Reading (NC 2014)

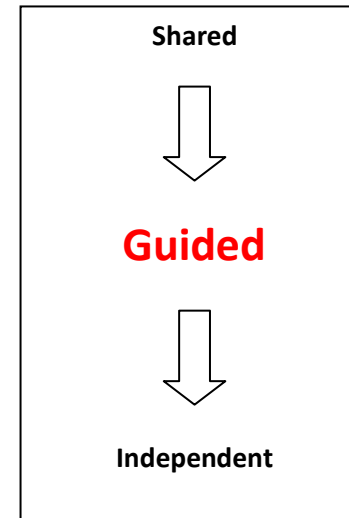


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What is decodable reading?



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- **What is a decodable book?**

- A book that is matched with a child's developing phonological knowledge (aligned to their current phase with tricky words/CE already taught), therefore can be read by the child accurately.

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- There is no use of contextual or pictorial clues.
- Re-reading texts multiple times is crucial for fluency and success.
- Comprehension is taught separately from decoding.
- Once children can decode fluently and effortlessly, they are no longer cognitively overloaded so therefore have capacity to 'comprehend.' Not being fluent, hinders comprehension.

School Principles

- **Reading is a key priority and highly valued in school. All staff are trained to deliver a group reading session drawing explicitly upon the application of phonics to decode words.**

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- On average children should be reading at 90% fluency and 90% + fluency for books taken home.
- Book Organisation: Progressive, systematic and cumulative, matched to phases and order.
- Children take home books already read in school/ with phonemes already taught.
- Children practise decoding at home and have real books read 'to' them. Research shows children who also choose books and have regular stories read to them gain a larger vocabulary bank, empathy, social skills and most of all comprehension and love of books.
- Pre- teach is a key tool: Vocabulary (from the book and tier words) and phrase exploration BEFORE reading, enables the transfer of information more successfully into their orthographic memory.
- Echo teaching is crucial-model (particularly for expression) and children partner practise the precise skill BEFORE reading independently.
- Phoneme recognition at the start of each session is vital to equip children to be ready to decode with key phonemes. Training children to do this in pairs for IND work also.
- Comprehension scaffolds are valuable such as VIPERS (vocabulary, Inference, Prediction, Evidence, Retrieval and Summarize) and APE to frame responses- answer, point, explain.
- Pointy finger- good to track text left to right, and also retrieve words to lift answers from text (basic early comprehension skill)
- Partner work and training is crucial so children can work in pairs, rehearsing tricky words, phonemes and taking turn to read.
- Organisation: small groups (texts matched to current phonic level), x2 groups reading in pairs (IND) and x2 groups with x2 adults. x 4 groups of 6 children (24 in class).
- IND reading when NOT group reading with an adult, do partner read + task (follow-up from adult input) Reading tool kit ad phoneme grids to rehearse fast recognition.
- Reading squad schools- (2 form entry) have parallel classes with one class teaching phonics, while x2 TA's and teacher complete group reading. Then vice versa.
- Whole class high quality texts as stimulus/base for writing is also key for oral/ modelling communal comprehension, vocabulary, punctuation, phonemes, SPAG and NC objectives for that year group.

Bridging Phonics into Reading

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Decode	Pitch
How?	Reading strategies- wider skills

KEY Features of effective reading lessons

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Session Structure JT Handout

Structure of a group Session X 2 groups of 6 with adult/ other groups IND.

1.Book introduction: F/NF (+ title)

2.Focus: We are decoding

3.Pre-teach: Sounds (that will appear in text) Tricky words (that will appear in text)

Vocabulary: read and explain word- put in a sentence/context of book.

4.Model + Practise the skill (collaboratively, echo strategy): i.e model decoding a word.

5. Independent Read: CT scaffolds and extends as apt to each child.

6. Revisit skill : clarify and precise praise.

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Models of Structure over time

3 day model:

	Pre teach	Focus
Day 1	Phonemes Tricky words Vocabulary ↓	Decoding Alternatively x2 session on decoding (SEN)
Day 2		Fluency+ Expression
Day 3	↓	Comprehension APE VIPERS
Day 4		

Pre teach	Focus		Pre-teach	Focus
Phonemes Tricky words Vocabulary ↓	Decoding		Phonemes Tricky words Vocabulary	Focus- decoding/vocabulary To accurately read a book that is matched with a child's developing phonic knowledge
	Fluency+ Expression		↓	Focus – prosody/fluency To re-read a book to build up confidence in words reading and practise reading with expression
↓	Comprehension 1. Retrieval		↓	Focus – comprehension To draw on <u>background knowledge</u> and vocabulary to make sense of the text/ <u>retrieval</u>
	Comprehension -Inference VIPERS		↓	Inference- To participate in discussion about a book making inferences on the basis of what is said and done

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KS1 Group Reading Lessons Structure (decodable books) JS/JT

Monday Focus – decoding/vocabulary To accurately read a book that is matched with a child’s developing phonic knowledge	Tuesday Focus – prosody/fluency To re-read a book to build up confidence in words reading and practise reading with expression	Wednesday Focus – comprehension To draw on background knowledge and vocabulary to make sense of the text/retrieval	Thursday Focus – inference To participate in discussion about a book making inferences on the basis of what is said and done
<ul style="list-style-type: none"> • Introduce book. • Focus: <u>We are being decoders.</u> – <i>blending to read words.</i> • Look at front cover and read title. Discuss what the book could be about and why. (F/NF?) • <u>Pre-teach words:</u> • Quick read focus graphemes. • Show unfamiliar words they will come across and read together (on word cards). • Define the words for the pupils, using picture cues and give examples they can relate to. In talk partners, children to use these words in sentences. • Read and say TW. Discuss tricky words from book (on word cards) • <u>Model:</u> Teacher read first page of book modelling good reading, use of expression, intonation, 	<ul style="list-style-type: none"> • Introduce book: • <u>focus- We are learning to read with expression.</u> Recap unfamiliar words from yesterday, saying the words out loud, practising punctuation as apt-emphasising using expression • <u>Pre-teach words:</u> • Recap the graphemes and the tricky words again. • Recap the words in the sentences from the text. • Recap the graphemes and the tricky words again. • <u>Model:</u> Teacher read first page of book modelling good reading, use of expression, intonation, punctuation etc. • Adult to read a page of the book Use echo reading to re-read first page – my turn your turn (MTYY) • Children to practise again in pairs using punctuation and 	<ul style="list-style-type: none"> • Introduce book and set focus- we are being word detectives to find evidence in the text. • <u>Pre-teach words:</u> • Recap the graphemes and the tricky words again. • Recap unfamiliar words from yesterday, saying the words out loud, practising punctuation and discussion leaning. Recap the words in the sentences from the text. • <u>Learning focus-</u> Recap – what does comprehension mean? What do I do when I am reading for meaning? Set precise focus--- • <u>Model:</u> Teacher reads the next part of the book and models the thinking out loud process, drawing on background knowledge. • Teacher models how to decode a tricky word and read around it to work out 	<ul style="list-style-type: none"> • Introduce book. Recap unfamiliar words from yesterday, saying the words out loud, practising punctuation and discussion leaning. • <u>Pre-teach words:</u> • Recap the graphemes and the tricky words again. • Recap the words in the sentences from the text. • Introduce comprehension focus for the book (VIPERS) – use key question. Ensure the pupils understand the question • <u>Model:</u> Teacher to model how to use the text to find the answer • <u>Partner Practise:</u> • Children to repeat with the next question in pairs • Children repeat on their own. • Recap - what makes a good

<p>punctuation etc.</p> <ul style="list-style-type: none"> • <u>Partner Practise:</u> Children to read next few sentences in pairs, practising using SKILL as modelled. • <u>Independent Read:</u> Children to read on their own as the teacher moves around the children in turn addressing any errors. • <u>Review/Recap:</u> Discuss and record any new words the pupils don't know the meaning of. <p>JT Handout</p>	<p>expression as modelled by teacher.</p> <ul style="list-style-type: none"> • <u>Partner Practise:</u> Children to read next few sentences in pairs, practising using expression as modelled. • Recap focus – what makes a good reader? How do we show expression? • <u>Independent Read:</u> Children to read on their own as the teacher moves around the children in turn addressing any errors. • <u>Review/Recap:</u> Discuss and record any new words the pupils don't know the meaning of /KEY SKILLS we practised today. <p>JT Handout</p>	<p>what it means.</p> <ul style="list-style-type: none"> • <u>Partner Practise:</u> Children to read in pairs repeating this process. • <u>Independent Read:</u> Children to read independently as teacher moves around the groups checking they are reading for meaning and using background knowledge. • <u>Review/Recap:</u> Discuss KEY SKILL we practised today-links, APE clarify. <p><i>Note: the same text throughout the week.</i></p> <p>JT Handout</p>	<p>reader?</p> <ul style="list-style-type: none"> • <u>Review/Recap:</u> Discuss KEY SKILL we practised today-links, APE clarify why we thought..... <p>Resources: <i>Vocabulary words on card</i> <i>Tricky words (that appear in book)</i> <i>Key focus phonemes (if not highlighted in book)</i> <i>Set of x6 decodable texts.</i></p> <p><i>Post-its/whiteboard.</i> <i>Organisation: x2 groups with adult (CT and TA)</i></p> <p><i>Other children: partner practise with a follow-up focus task.</i> <i>*use sound charts/tricky words</i> <i>*partner read + follow-up task.</i></p> <p><u>Pre-Teach:</u> All lessons have a pre teach element for Tricky words, vocabulary and phonemes- for the book. <u>Learning focus</u> for each session-throughout session + child speak. At beginning + end. <u>Revisit- clarify, assess</u></p>
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A reading tool kit..... JT Handout


Answer it

I think...
The writer...
In this text...
I believe that...
It is clear that...
The speaker...
The writer creates ... by ...
My opinion is ...



Prove it

For example...
I know this because...
The writer states that...
The text includes...
The character says...
For instance, the writer describes ...
as ...
I get this impression because...



How do we read?

Say the sounds

Spot the sounds? s a t p i n

I liked the part _____ because....

What? How? Who? Where? When?

Talk about it

Pointy finger

Full stops

How do we read words?

Blend the sounds

Single sounds: e t m Digraphs: sh op ai ee

I liked the part _____ because....

What? How? Who? Where? When?

? ! ... Full stops


"Speech marks"

Re-run Wow words!

Reading tool kit

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

s	a	t	p	i	n
m	d	g	o	c	ck
e	u	r	h	b	f ff
l ll	qu	ch	sh	th	ng
ai	ee	igh	oa	oo	oo
or	ar	oi	ur	ow	air
ear		ure		er	

Phoneme spotters.

*Vipers can be used to focus whole class reading and applied in group reading where apt.

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. Explain is NC year one.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

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KS1 English Reading Test Framework (2016)

Content domain reference	Number of marks	Percentage of total mark
1a draw on knowledge of vocabulary to understand texts	1–8	3–20%
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16–32	40–80%
1c identify and explain the sequence of events in texts	0–3	0–8%
1d make inferences from the text	4–14	10–35%
1e predict what might happen on the basis of what has been read so far	0–2	0–5%

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Next:

What actions need to be taken in your school?

What actions in your classroom? (prioritise)

Outcomes:

Janet Thompson