

## PM bench mark

<b>D</b>	1	4 - 7	160L-310L	5-6 red/yellow
<b>E</b>	1	6 - 7	160L-310L	7-8 yellow
<b>F</b>	1	6 - 7	300L-450L	9-10 blue
<b>G</b>	1	6 - 7	300L-450L	11-12 blue/green
<b>H</b>	1	6 - 7	430L-530L	13-14 green
<b>I</b>	1	6 - 7	430L-530L	15-16 orange
<b>J</b>	1	6 - 8	430L-530L	17 turquoise
<b>K</b>	2	7 - 8	510L-620L	18 turquoise
<b>L</b>	2	7 - 8	510L-620L	19-20 purple
<b>M</b>	2	7 - 8	530L-810L	21 gold
<b>N</b>	2	7 - 8	530L-810L	22 gold
<b>O</b>	2	7 - 8	600L-850L	22 gold
<b>P</b>	2	7 - 8	600L-850L	22 gold
<b>Q</b>	3	7 - 9	660L-930L	23 silver
<b>R</b>	3	8 - 9	660L-930L	23 silver
<b>S</b>	3	8 - 9	790L-940L	24 silver
<b>T</b>	3	8 - 9	790L-940L	25 emerald
<b>U</b>	4	8 - 11	820L-1030L	26 emerald
<b>V</b>	4	9 - 11	820L-1030L	26 emerald
<b>W</b>	4	9 - 11	820L-1030L	27 ruby
<b>X</b>	5	9 - 11	890L-1080L	28 sapphire
<b>Y</b>	5	9 - 11	890L-1080L	29 sapphire
<b>Z</b>	5	9 - 11	890L-1080L	30 sapphire
<b>Z<sup>1</sup></b>	5+	9 - 11+	920L-1120L	N/A
<b>Z<sup>2</sup></b>	5+	9 - 11+	920L-1120L	N/A

[Accelerated Reader Bookfinder UK & Ireland - Book Detail \(arbookfind.co.uk\)](http://arbookfind.co.uk)

Sections are colour coded for ease of reference

<p><b>1</b> Develop pupils' language capabilities</p> <ul style="list-style-type: none"> <li>Purposed speaking and listening activities support pupil language development. Purposed activities include:             <ul style="list-style-type: none"> <li>collaborative learning activities where pupils can share their thought processes;</li> <li>reading books aloud and discussing them, including use of structured questioning; and</li> <li>pupils articulating their ideas verbally before writing.</li> </ul> </li> <li>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</li> <li>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</li> </ul>	<p><b>2</b> Support pupils to develop fluent reading capabilities</p> <ul style="list-style-type: none"> <li>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</li> <li>Develop pupils' fluency through:             <ul style="list-style-type: none"> <li>guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and</li> <li>repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</li> </ul> </li> <li>Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.</li> </ul>	<p><b>3</b> Teach reading comprehension strategies through modelling and supported practice</p> <ul style="list-style-type: none"> <li>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:             <ul style="list-style-type: none"> <li>prediction based on text content and content;</li> <li>questioning;</li> <li>summarising, and</li> <li>selecting prior knowledge.</li> </ul> </li> <li>Model and scaffold these strategies then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.</li> <li>Tests should be carefully selected to support the teaching of these strategies.</li> </ul>	<p><b>4</b> Teach writing composition strategies through modelling and supported practice</p> <ul style="list-style-type: none"> <li>Writing can be thought of as a process made up of its components:             <ul style="list-style-type: none"> <li>planning;</li> <li>drafting;</li> <li>revising;</li> <li>editing; and</li> <li>publishing.</li> </ul> </li> <li>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the setting of goal setting, describing and modelling when, and why pupils should use each strategy; support pupils to practice with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</li> <li>Give pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</li> </ul>	<p><b>5</b> Develop pupils' transcription and sentence construction skills through extensive practice</p> <ul style="list-style-type: none"> <li>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</li> <li>Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote effort and faster handwriting.</li> <li>Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spelling and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence construction and other sentence construction techniques.</li> </ul>	<p><b>6</b> Target teaching and support by accurately assessing pupil needs</p> <ul style="list-style-type: none"> <li>Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</li> <li>Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.</li> <li>Diagnostic assessment can be used to inform professional judgement about the best next steps. It also makes teaching more efficient by ensuring that effort is not wasted on reinforcing skills or content that a pupil already knows well.</li> <li>A range of diagnostic assessments are available and staff should be trained to use and interpret them effectively.</li> </ul>	<p><b>7</b> Use high quality structured interventions to help pupils who are struggling with their literacy</p> <ul style="list-style-type: none"> <li>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should be reduced. Nevertheless, it is likely that a small number of pupils will require additional support.</li> <li>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.</li> </ul>
--	--	---	--	--	---	--



Step 1: Adult as model

Step 2: Echo Reading

Step 3: Text annotation

Step 4- Encourage think pair share and use lolly sticks for children to share QCAP+

Step 5: Repeated choral reading

Step 6: Summarising – VIP & GIST

Step 7: Prompting dialogue and practice comprehension ( oral response)

Step 8: Further discussion and feedback

Step 9: Practice comprehension-written response

Step 10: Reflect and feedback



## Step 1: Adult as model

### Phase 1

The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.

### Phase 2

The adult reads the selected passage again modelling reading comprehension strategies.

**C**larifying—Teacher models identifying areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.

**A**ctivating prior knowledge—Teacher models what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information, and use existing mental structures to support recall.

**Q**uestioning—pupils generate their own questions about a text in order to check their comprehension

**P**rediction—Adult models predicting what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.

I wonder if the author will go onto describe ...  
I think that....

"I wonder what that word means.. Ahh, I think it could mean X because I know that/ I have heard/seen/read before"

I know that other animals are nocturnal too like owls, badgers... they sleep in the day and hunt at night. Maybe when the author says " being a nurse on the night shift is a bit like being nocturnal" means that...

Wh—prompts that begin with 'who', 'what', 'where', 'when', 'why', and 'how' ('why' and 'how' questions tend to prompt the most linguistically complex responses from children),

## Step 2: Echo Reading

### Phase 1

Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.

### Phase 2

Children echo back the section read by the adult, emulating their Q-CAP and adding to..

## Step 3: Text annotation

### Phase 1

Children work in pairs or triads. Each group may:

1. all have the exact same short section of text, or
2. a longer section might be split into short parts, so that each group has a different piece.

Q-blue pen

C-green pen

A- black pen

P-pink pen

Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. When used successfully, such strategies can improve pupils' understanding of written texts and ability to infer meaning from context. Where appropriate, these approaches can be combined with phonics activities, or collaborative learning approaches, to develop reading skills.

Step 4- Encourage think pair share and use lolly sticks for children to share QCAP+

Sections are colour coded for ease of reference

1

Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
  - collaborative learning activities where pupils can share their thought processes;
  - reading books aloud and discussing them, including use of structured questioning; and
  - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2

Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
  - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
  - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3

Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
  - prediction (based on text content and context);
  - questioning;
  - clarifying;
  - summarising; and
  - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4

Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
  - planning;
  - drafting;
  - revising;
  - editing; and
  - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5

Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques.

6

Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7

Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

## Step 5: Repeated choral reading

### Phase 1

In their groups, children read their section aloud, echoing the initial reading by the adult.

Figure 7: The fluency rubric—adapted from Zutell and Rasinski (1991)<sup>37</sup>

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at conversational pace; appropriate rate throughout reading.
3	Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppy, reasonable stress and intonation.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Reads with an uneven mixture of fast and slow pace.
2	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences several 'rough spots' in text where extended pauses or hesitations are more frequent and disruptive.	Reads moderately slowly.
1	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language.	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Makes frequent extended pauses, hesitations, false starts, sound outs, repetitions, and/or multiple attempts.	Reads slowly and laboriously.

## Step 6: Summarising – VIP & GIST

### Phase 1

Children text mark VIP's ( Very important words or phrases ) that help give a GIST.

Ask children to work together to highlight certain words or phrases that give the reader a sense of what the text is all about or a summary. Challenge the children to formulate these into a headline of now more than 10/5/4 words.

## Step 7: Prompting dialogue and practice comprehension ( oral response)

### Phase 1

Give children the printed questions linked to the text. Explain that their task is not to answer the question, but firstly to rank the questions in level of difficulty.

For the remainder of the session, children should discuss the most difficult questions first, taking turns to give their **oral** response, each adding and building on the next until each group member is happy to move onto the next question

## Step 8: Further discussion and feedback

At a whole class level, children share the question that they thought was the trickiest and other children and the teacher feed in their own response. This is an ideal opportunity to generate the best composite answer and display on the working wall.

This is the teachers opportunity to address misconceptions and model the correct answer.

### Step 9: Practice comprehension- written response

Children to have individual copies of the text available and the questions explored from the previous session. During this session children should give their individual written response.

### Step 10: Reflect and feedback

Either display the answers at a whole class level, or give partners /teams the answers to self/peer mark.



Sections are colour coded for ease of reference

1

Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
  - collaborative learning activities where pupils can share their thought processes;
  - reading books aloud and discussing them, including use of structured questioning; and
  - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2

Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
  - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
  - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3

Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
  - prediction (based on text content and context);
  - questioning;
  - clarifying;
  - summarising; and
  - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4

Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
  - planning;
  - drafting;
  - revising;
  - editing; and
  - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5

Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques.

6

Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7

Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

## Task 2

Consider day 2 and 3 of the reading session, steps 5-10.

Cross reference with the EDF research recommendations 1-3 and discuss 'how for does day 1 go to achieving the aims of the recommendations?'

**Figure 7: The fluency rubric—adapted from Zutell and Rasinski (1991)<sup>37</sup>**

	<b>Expression and volume</b>	<b>Phrasing</b>	<b>Smoothness</b>	<b>Pace</b>
<b>4</b>	Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.	Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.	<i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading.
<b>3</b>	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
<b>2</b>	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
<b>1</b>	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions, and/or</i> multiple attempts.	Reads <i>slowly and laboriously</i> .



# Lastly....

Before we start reading, I've got some words for you to think about. Can you make a pair by matching the word with the correct definition?

So, we've got three words to be on the lookout for...

**STEALTHY, ANCESTOR and FLEXING...**

Let's discuss the definition of each of them!

1. *Adult Pre-teaching tier two vocabulary*

The author uses the word **ancestor** again here. That was one of the first three words we looked at last week, write a definition of ancestor on your whiteboards.

Josh, can you remind us who the **ancestor** of Varjak Paw's was please?

3. *Teacher providing further opportunities to embed the vocabulary*

Mr Said...?

When you were reading, I found the word **stealthy** in the story. It's describing Varjak Paw!

He doesn't want his dad to see him leave so he makes sure he is **stealthy** when he moves.

Yes, and we could also make **stealthy** into an adverb, 'stealthily'. He moved **stealthily** away.

2. *Children using and developing knowledge of the vocabulary within the text*

**LATER IN HISTORY CLASS**

I wonder who Odin's ancestors were?

Yes, let's look for Thor's ancestors as well.

Do you think we might have Viking ancestors?

It would be great to know who our ancestors are... like Varjak Paw has Jamal!

4. *Children are using and applying their vocabulary across the curriculum, during independent tasks*