

SharpReading Scope and Sequence

| Class Level | Main Focus | Aim | Specific Learning Outcomes |
|---|----------------|---|--|
| Prep/NE Phonics Shared Book Guided Reading 4 x per week 10-15min for all groups | Stage 1 | Students can... Successfully read text at PM Levels 1-12 with front-loading-support. Explicit Teaching (20%) EXPLAIN, MODEL, GUIDED PRACTICE of selected strategies based on the observed needs of the group Independent Practice (80%) The 5 Bits | Stage 1 * Recognise sight words: "Find the word..." * Show one to one matching * Use letter sound knowledge - one sound per lesson (eg "Find the 'w' sound" on the page) or select a random word from the page - "Say the first sound" (or the final sound or the medial sound). Recognise letter patterns - 1 per session (blends and digraphs, simple endings - ing, -ed, -s). "Say the sounds...Say the word" (Snail Sound Out or Stretchy Snake) Segmenting and blending a word |

Important considerations for Prep:

1. Managing the Challenge

If the text is at the right level and has been properly front-loaded, then...

Teacher should be able to withdraw from reading along (leading and shadowing)

There should only be occasional need to use "Snail Sound Out" and "Inflection Correction" (students should be feeling successful about their decoding) but it should feel as if there is some challenge (not too easy).

2. Engagement

* Teacher should have established class routines so no distractions.

* Teacher should know how to manipulate student engagement with deliberate acts of BM (eg arms folded), Pace - slowing down and speeding up and Passion - energy, voice variation, gestures.

* Teacher should be actively monitoring student engagement and be able to comment on it.

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| Year 1 Phonics Shared Book Guided Reading 4 x per week 10-15min for all groups | Stage 1 Stage 2 | As above for Stage 1 Stage 2: Students can... * Successfully read text at PM Levels 13-20 with front-loading support. * Demonstrate efficient word attack skills with multisyllabic words * Hold onto the message on the page ("What can you remember") | Stage 2 "Say the Chunks...Say the Word" (Chunky Monkey) * Identify beginnings and endings of words (prefixes and suffixes) * Identify syllables or recognisable chunks within complex words * Identify words within a compound word "Listen for the Miscue" Monitor own reading * recognise and fix up visual miscues * recognise and fix up meaning miscues |
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Important considerations for Year 1:

As for Prep. A students progress through the graded levels, ensure that the text you are providing is at the right level of challenge. Remember the goal is for them to NOT be constructing meaning as they are attempting to decode the page so that they can concentrate on the decoding challenges presented.

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| Year 2 Phonics Shared Book Guided Reading 4 x per week 10-15min for all groups | Stage 2 Stage 3 | As above for Stage 2 Stage 3: Explicit Teaching only Students can... * Cooperatively unpack sentences in Explicit Teaching (Modelling and Guided Practice) | Stage 3: Explicit teaching of unpacking sentences Develop speed of processing (unpacking sentences) Introduce the triggers and Key 1-3 * I need a bit more * I can still hear the parrot * Who (is the sentence about)? * Show me - use gestures * There's a roadblock * Stay with the sentence |
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Important considerations for Year 2:

At different times during the year, students will achieve decoding fluency and will be ready to explore Stage 3.

1. Start with Stage 3 Explicit Teaching of Unpacking sentences using "ITTM...". Introduce the 6 'Triggers' as is appropriate.

Initially look for speed rather than getting bogged down with ALL the detail (eg. Mum...one of the big people that look after you.") Increase the challenge to get all the bits.

2. Introduce the Stage 3: Part 1 Independent Practice routine (The 5 Steps) when processing speed has been developed. For Clearing Roadblocks, stick with the Part 1 Teaching Script - the focus is to be able to recognise roadblocks. Learning to use the strategies to clear Roadblocks comes in Stage 3 Part 2

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| Year 3 Guided Reading Groups 1 x per week 10-15min Whole Class 4 x per week 10mins max | Stage 3 | TEACH Stage 3: Part 1 To unpack (explain) the literal meaning of a sentence Recognise Roadblocks (unfamiliar words) as they are reading | Stage 3 Part 1 * BM: Use of cover cards * Engagement: Focus during ITTM (Eyes on the text) Students can... * Get rid of the parrot (discourage synonym substitution) * Unpack all the pieces ("I need a bit more") * Identify Who (is the personal pronoun) * Use gestures * Stay with the sentence * Recognise roadblocks |
| | | TEACH Stage 3: Part 2 Use the 4 clearing strategies to attempt to clear roadblocks | Stage 3 Part 2 Students can use * What clues are there in the word? * What sort of word is it? * Where have I heard the word before? * What clues are there in the sentence? |
| Important considerations for Year 3: Start with Stage 3: Part 1. As students demonstrate increasing fluency with ITTM they will be moving onto text which includes an increasing number of vocabulary challenges (text at and above a reading age of 10yrs). Introduce Stage 3: Part 2 when it is appropriate - teach the 4 clearing strategies and include this in the full 5 Steps Independent practice routine. | | | |
| Year 4 Guided Reading Groups 1 x per week 20-30mins Whole Class 4 x per week 10mins max | Stage 4 | REVIEW Stage 3 Part 1: Use ITTM to unpack sentences Recognise their Roadblocks Part 2: Use the 4 strategies to Clear Roadblocks TEACH Stage 4 Develop the conscious use of the DEEP 4 strategies as they are reading to assist the deeper unpacking of text | Stage 4 Students can use the Deep 4 strategies * I have a picture... * I know that because... * I wonder why / what/ who ... * Maybe its because... |
| | | Important considerations for Year 4: Stage 3 "ITTM..." should be quick and efficient before starting on Stage 4. Raise the bar for a score of 3 by saying it must be accurate but quick. Once student have shown that they can expand a sentence and pick out all the detail, ITTM should be shrinking and focussing on the key points. Explicit Teaching of each Deep 4 strategy one at a time then add it to the Independent Routine (5 Steps). Fluency stage - Once all 4 are in place allow the student to choose the most appropriate one for the sentence. | |

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| Year 5 Guided Reading Groups 1 x per week 20-30min Whole Class 4 x per week 10mins max | Stage 5 | REVIEW Stages 3 & 4 *Unpacking Sentences *Recognise and Clear Roadblocks *The DEEP 4 strategies TEACH Stage 5A Analysing a Story To identify the story structure in FICTION text as the reader is reading TEACH Stage 5B Analysing Non Fiction Text To create a text structure in NON FICTION text as the reader is reading | Stage 5A Students can Identify * setting * characters * problem * feelings * action * outcome * themes Stage 5B Students can Identify * trigger words * headings |
| Important considerations for Year 5: Keep a check on the quality of 'ITTM...' and the Deep 4. Teach 5A (fiction) and 5B (non fiction) separately. Start with Explicit Teaching of the strategies then embed them into the Independent Practice (the 5 Steps). | | | |
| Year 6 Guided Reading Groups 1 x per week 20-30min Whole Class 4 x per week 10mins max | Stage 6 | REVIEW Stages 3-5 *Unpacking Sentences *Recognise and Clear Roadblocks *The DEEP 4 strategies *Analysing Text TEACH Stage 6A To evaluate the quality of a piece of FICTION text while the reader is reading TEACH Stage 6B To evaluate the quality of a piece of NON FICTION text while the reader is reading | Stage 6A Students can Identify * language features (hooks, colour words, similes, metaphors, mood) * character development (use of description, speech, action) * plot development (use of time sequence, pace to create tension and interest) Stage 6B Students can Identify * adherence to genre conventions * text organisation * writing style (language features) |
| Important considerations for Year 6: Keep a check on the quality of 'ITTM...', the Deep 4, and Adding to Text Structure. Teach 6A (fiction) and 6B (non fiction) separately. Start with Explicit Teaching of the strategies then embed them into the Independent Practice (the 5 Steps). | | | |