



Mosaic Partnership Trust

Reading Framework V2 September 25



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The Mosaic approach to teaching reading

Reading is prioritised across our trust as we recognise the importance this plays in securing the life chances of all our children.

We want all children to read fluently by the end of primary school so that they are confident and well equipped to flourish in their next stage of education.

This framework has been developed with reading leaders from across our schools and enables us to have a shared, common language and practice around the teaching of reading.

Our approach has been informed by evidence and professional development from external experts and should be read in conjunction with:

The Art & Science of teaching Primary Reading (Chris Such)

The Reading Framework DfE

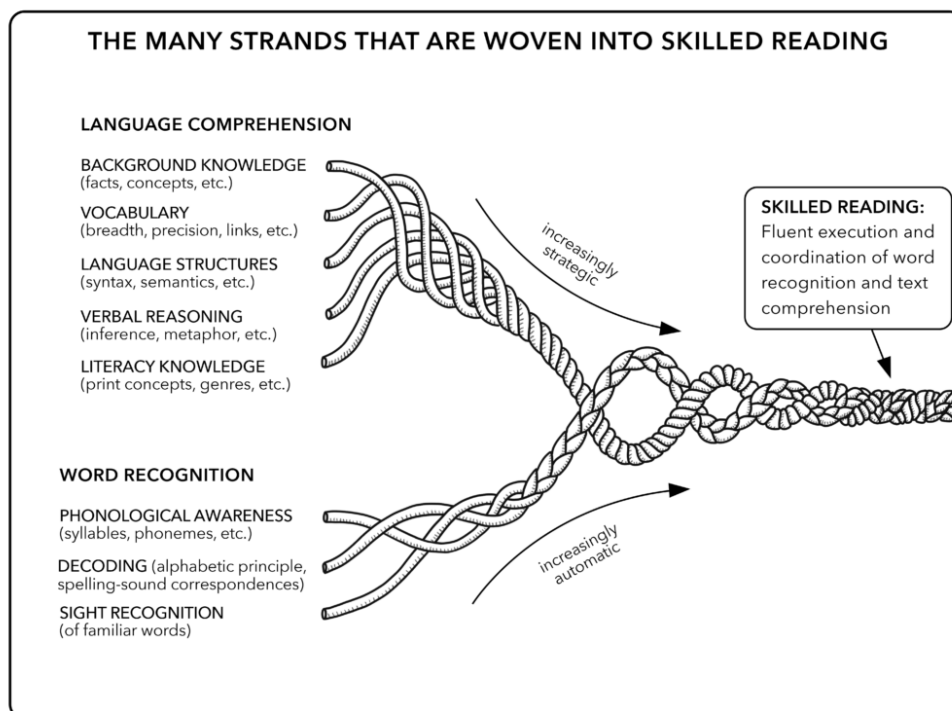
EEF Improving Literacy KS1

EEF Improving Literacy KS2

Scarborough's Reading Rope

In 2001, Dr. Hollis Scarborough created the Reading Rope to convey how the different “strands” of reading are all interconnected yet independent of one another. For many children, learning to read is a challenge. Scarborough's Rope captures the complexity of learning to read.

Scarborough's Reading Rope is made up of lower and upper strands. When all these component parts intertwine it results in skilled and accurate, fluent reading with strong comprehension.





English Language

English language has a complex spelling system (**orthography**). This means it is more difficult to decode and learning to do so takes a long time for most children.

Teachers need to understand the connections between the 44 phonemes (**smallest unit of sound**) in spoken English and the various graphemes (**letter or group of letters**) that represent them so that they can teach these **grapheme-phoneme correspondences** (GPCs) in a meaningful way which will enable children to turn written words into sounds (**decode**) and turn sounds into written words (**encode**). This is the aim of **systematic phonics**.

Reading involves **blending** sounds to say a whole word; spelling involves **segmenting** a whole word to identify the sounds in it.

Blending – joining up phonemes to form a word (b-e-t = bet)

Segmenting – Isolating phonemes in sequence (bet = b-e-t)

Systematic synthetic phonics programmes (SSP) are for children of all ages who are learning to read. These programmes have three things in common:

- they teach pupils GPCs
- they teach children to blend phonemes into spoken words
- and segment spoken words into phonemes.

All SSPs use programme-specific systems and terminology such as actions, mnemonics, prompts, key words, and routines to teach knowledge and skills. It is important not to confuse children by mixing material from different programmes or across different classrooms – hence the phrase **'fidelity to the programme'**.

Decodable books

Decodable books allow children to practise their increasing knowledge of GPCs and blending skills in meaningful contexts. They support children to feel successful readers from the very beginning because they do not encounter words which contain GPCs that have not yet been taught.

Decodable texts should run alongside or a little behind the pace of the phonics programme. Organisation of these books and the order in which children encounter the books is key. For example, a book that includes the word 'play' should be placed so that children are not asked to read it until the digraph 'ay' has been taught. This is also necessary for older children who have not yet learnt to decode well enough (they still need to decode, individually, each word they meet in regular texts).

Examples of activities that can hinder learning

Activities such as painting, colouring, modelling, playing in the sand and water tray are valuable for developing language, knowledge, cooperative play, fine motor skills, imagination and creativity.

However, using them as vehicles for practising phonics not only takes away the integrity of the activities but also does not provide sufficient practice in word reading, for example, when 'fishing' for words in a water tray, or painting or making models of letters.



Common Exception Words

Programmes include a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages, for example:

said to was I the me no of all he you
they she we are my be some so were go no

The national curriculum refers to these as ‘common exception words’ (sometimes referred to as ‘tricky words’), because they contain GPCs that are unusual or have not yet been taught. Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word ‘said’, ‘s’ and ‘d’ correspond to the phonemes /s/ and /d/ as usual, but ‘ai’ corresponds to the phoneme /e/, which is unusual.

High frequency words

Pupils should not be asked to learn lists of high frequency words. They can read most of these in the usual way, by saying the sounds and blending them, when they have learnt the GPCs in the words, e.g. ‘mum’ and ‘came’. Synthetic phonics programmes teach others systematically as exception words, e.g. ‘said’ and ‘to’.

To find out more please visit [Word Reading and Spelling](#)

SSPs within Mosaic Partnership Trust

School	SSP
Barrs Court	Little Wandle
Box	Unlocking Letters & Sounds
Broadway	Twinkl
Gillingstool	Unlocking Letters & Sounds
Neston	Unlocking Letters & Sounds
Park	RWI
Parkwall	RWI
Raysfield	RWI
Redfield Edge	Rocket Phonics
Ridge	Twinkl
St Michael's	Unlocking Letters & Sounds
St Stephen's	Little Wandle



Reading Timetable

The timetable below ensures that children get a balance of reading instruction and opportunity across the week.

- The length of phonics sessions should be in line with your school’s programme.
- Talk Through Stories and Scaffolded Reads should be no longer than 15 minutes.
- Fluency / Extended / Close Reads all 30 minutes.

Schools will need to utilise the information from their Fluency Assessments to decide if additional Fluency sessions are required for particular cohorts. These will be in **addition** to the timetable below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Phonics Talk Through Stories	Phonics Talk Through Stories	Phonics Talk Through Stories	Phonics Talk Through Stories	Phonics Talk Through Stories
Year 1	Phonics Scaffolded Read	Phonics Scaffolded Read	Phonics Scaffolded Read	Phonics Scaffolded Read	Phonics Scaffolded Read
Year 2	Phonics (until scheme completed) Fluency Read	Phonics (until scheme completed) Fluency Read	Phonics (until scheme completed) Fluency Read	Phonics (until scheme completed) Fluency Read	Phonics (until scheme completed) Extended Read
Year 3	Fluency Read	Extended Read	Fluency Read	Extended Read	Fluency Read
Year 4	Fluency Read	Extended Read	Fluency Read	Extended Read	Close Read
Year 5	Fluency Read	Extended Read	Close Read	Extended Read	Close Read
Year 6	Fluency Read	Extended Read	Close Read	Extended Read	Close Read

Tight and Loose

All schools are expected to teach reading with fidelity to the Mosaic Reading Framework. However, due to the different contexts and needs of each cohort, there will be some elements that need to remain ‘tight’ and others that can be ‘loose’.

We expect all schools to utilise their assessment information to decide if specific cohorts require an amended timetable of reading lessons. For example, a cohort with low levels of fluency may require additional fluency sessions in addition to the timetable. In our schools with mixed age classes, there may be a need to amend the timetable depending on the age and stage of children in the specific class. This is where the framework may need to be ‘loose’.

We expect all routines to be ‘tight’ and taught with fidelity to the framework.



Children with SEND or children not currently on track

Schools know their children well and should use this information alongside assessment information to decide on additional scaffolding or approaches that individual children may require to maximise opportunities to read.

For example, some children may not yet have secured enough knowledge of GPCs to utilise the whole class fluency text. This means they are not able to maximise the opportunity to develop fluency because they are needing to decode too many individual words. These children would benefit from an adapted text that utilises the GPCs known to them or a different text.

Wherever possible, we want all children to be included in rich discussions about the text through both the extended and close reads. This is where the structure of the session can be 'loose'. Some children may not be able to track the text but can listen to the teacher read it and engage in paired discussions.



Talk Through Stories – Nursery and Reception

What is Talk Through Stories?

Talk Through Stories is an approach designed to help young children develop language, comprehension, and vocabulary through structured story time sessions.

Why Talk Through Stories?

This approach builds a strong foundation in language and literacy and supports children to develop crucial speaking and listening skills.

Key elements of this approach:

1. **Story-Based Learning:** Children engage deeply with a high-quality picture book over the course of a week or more.
2. **Repetition and Discussion:** The same story is read multiple times, with daily discussions to build understanding and confidence.
3. **Vocabulary Development:** Key words from the story are explicitly taught and reinforced through conversation and play.
4. **Oral Language Skills:** The focus is on talking - children are encouraged to describe, explain, and retell parts of the story using new vocabulary.
5. **Comprehension Focus:** Teachers guide children through the narrative structure, character motivations, and key themes.

How do I teach Talk Through Stories?

Choose a High-Quality Storybook

- Select a rich, engaging picture book suitable for the age group.
- Ensure it includes interesting characters, a clear plot, and opportunities for discussion.

Teach Over Two Weekly Sessions, each week is divided into two parts:

Week 1 – Comprehension Focus Day 1–5:

Day 1:

- Read the story to the children without showing the illustrations – you are the story teller.
- After you have read the story, ask who the characters are and what was the problem in the story

Day 2:

- Re read the story using slides or pictures or gestures to exemplify vocabulary or actions
- Pause to explain unfamiliar vocabulary or why you have used specific gestures (tell the children, don't ask them)



Day 3:

- Re read the story using My Turn, Your turn for key parts / phrases of the story or acting particular pages of the book
- At the end of the story utilise key phrases to exemplify real life contexts for example, Gemma plucked up the confidence to...(cycle along the path)
- Children stand up as a group and act out a freeze frame reinforcing vocabulary from previous day

Day 4:

- Re read story pausing so that children can join in with key phrases or join in with retelling the story
- Comprehension check – what was the problem in the story, how did they solve the problem etc (use think, pair, share)
- Challenge question – how would you solve the problem or how else could you solve the problem

Day 5:

- Further discussion on the characters and facilitate debate around the characters for example, do we agree or not that the characters are kind? Why do we think that?
- Hot seating and quizzing the character

Week 2 – Vocabulary week

Day 1:

- Pick a tier 2 word from the story for example daring and explain the meaning of the word within the context of the story
- Re read that part of the story to the children
- My Turn, Your Turn – say the word (e.g. daring)
- Teacher models thinking out loud about why character has been daring
- Teacher models when they have been daring or someone else in the class has been daring – a different context (not the from within the book)
- Children then have a go at saying when they have been daring or when a friend might have been daring
- Present two sentences (an example and a non-example) using the vocabulary word
- Repeat using another tier 2 word from the text

This process is repeated on day 2, 3 and 4 using different vocabulary each day

Day 5:

- Re-cap all the vocabulary
- Model a sentence using the vocabulary from the week
- Children have to identify which tier 2 vocabulary from the week has been used in the teacher's sentence (use think, pair, share)
- Children explain why this word has been used within the sentence



Reception reading

Schools should follow their SSP guidelines around expectations for **group reading** in reception and plan for these sessions with fidelity to the programme.

Unlocking Letters & Sounds – minimum of 3 times per week for each child (10-15 mins)

Read Write Inc – daily as part of the lesson structure in pairs / threes

Little Wandle – minimum of 3 times per week for each child (20 mins)

Twinkl – Daily group sessions for each child (15 mins)

Rocket - Daily group sessions for each child (15 mins)



Scaffolded Reading – Year 1

What is a Scaffolded Read?

Scaffolded reading is a structure for teaching reading that is designed to give Year 1 children plenty of decoding practice through repeated reading to begin to build fluency. This provides opportunities for children to experience different types of reading; adult modelling reading, children choral reading, reading in pairs, individual reading and time for discussion using a decodable book using GPCs already known to children.

Why a Scaffolded Read?

This approach introduces Year 1 children to some of the routines of whole class reading that are used from year 2 to year 6 (Fluency / Extended / Close).

How do I teach a Scaffolded Read?

Essential Routines:

1. How to hold the ruler (at either end of ruler) when tracking a text in pairs.
2. How to move the ruler to the new line, just before the reader moves to the next line.
3. Attainment Partners – partner A (stronger reader), partner B (weaker reader) and these don't change unless assessment information changes.
4. Partner A always reads first (to provide further modelling and scaffolding to the weaker reader).
5. Use a visual timer (displayed on the IWB)
6. If a reader gets stuck, teach partner to support to decode or if a common exception word, partner reads word.
7. How to use a quiet reading voice so that just the partners can hear the reading.

You will need to:

1. Arrange children on the carpet so that your weakest readers sit at the front this could be in a line or in a V shape.
2. Display a decodable text on the IWB or using a visualiser which supports children to practise decoding recently taught GPCs. The level of the text should be suited to the majority of your class. You may need to support your weakest readers with some of the GPCs contained within the text.
3. Identify which words you will model decoding to children – those which may be more challenging, for example yellow.
4. Identify a question to ask children about each page or an explanation you might provide.



How to run a session:

Teacher modelling the reading

1. Briefly place the upcoming reading in the wider context. If this is a new book, show the front cover and title and read the whole book aloud, modelling expert prosody. If you are continuing a book, summarise the part that has already been read.
2. Model read a page, reading at a slow pace, but retaining a sense of fluency.
3. Model decoding the words you have identified as being more challenging using the routines / language of your school's phonics programme so that children are familiar with this model of decoding.
4. Briefly explain the meaning of words that are likely to be unfamiliar.
5. Echo read the page as a class (My Turn, Your Turn), one sentence at a time, tracking the text (rather than pointing to individual words, to encourage fluency).
6. Class read the page aloud in unison (choral read).
7. Briefly discuss the page or ask a question about what has happened.
8. Repeat this process (depending on how much text is on each page).
9. Children then return to tables in pairs and the text. If you don't have enough copies of the text for children to share, the text can be photocopied.
10. Teacher listens to children read as they move around the classroom.

The book can be used over several sessions or returned to at different points as the repeated exposure to the text develops children's fluency.

If you have an additional adult in the year 1 classroom, they can be deployed to listen into children read when they are sat in pairs. This means the teacher is then available to teach and support the weakest readers, who may require a different decodable text based on their assessment information.



Fluency Read – Year 2 onwards

What is a Fluency Read?

Fluency reading is a structure for teaching reading that is designed to target children's reading fluency through successful decoding practice and repeated reading. Through repeated reading of texts children also observe the modelling of fluent reading and then explicitly practise it.

Why a fluency read?

Fluent decoding allows us to understand what we read. The reader has gained **accuracy**, **automaticity**, and appropriate **prosody** in word reading, which frees up the brain to focus on lifting the meaning from the page through connecting words and sentences across the text.

Accuracy – the ability to decode written words without error.

Automaticity - the ability to read quickly and with relative ease. The rate at which a child reads depends on their skill, the purpose of their reading and if they are reading orally or silently.

Prosody – the ability to read in a way that mirrors spoken language, including intonation and rhythm.

Fluent reading is acquired only through repeated decoding. This allows the spellings of words to become 'glued' to the pronunciations already stored in the reader's memory. This process is called **orthographic mapping**.

Children must have lots of practice in decoding especially when they are developing as readers if they are to develop fluency.

Establishing Crucial Reading Routines

It is essential that time is taken to establish reading routines with children to ensure that children know what to expect and can concentrate on the reading. Children need to know exactly what will happen throughout a session, step by step.

Essential Routines:

1. How to hold the ruler (at either end of ruler) when tracking a text in pairs.
2. How to move the ruler to the new line, just before the reader moves to the next line.
3. Attainment Partners – partner A (stronger reader), partner B (weaker reader) and these don't change unless assessment information changes.
4. Partner A always reads first (to provide further modelling and scaffolding to the weaker reader).
5. Use a visual timer (displayed on the IWB)
6. If a reader gets stuck, teach partner to support to decode or if a common exception word, partner reads word.
7. How to use a quiet reading voice so that just the partners can hear the reading.

How do I teach a Fluency Read?

In year 2, **if the majority of children** are still working through the school's SSP a decodable text will need to be utilised for the fluency read.

You will need to:

1. Identify a section of text from the book you are currently reading with your class and display this under a visualiser or on the interactive board. This should take roughly 1 minute for the children to read. This will depend on the cohort and the stage of the year (See Reading Rate Table below).




Year Group	Performance	Autumn Term WCPM	Spring Term WCPM	Summer Term WCPM
Year R	Expected			12
	Working Towards			9
Year 1	Expected	12	29	60
	Working Towards	9	12	28
Year 2	Expected	60	72	90
	Working Towards	28	42	60
Year 3	Expected	90	95	110
	Working Towards	61	67	79
Year 4	Expected	110	120	133
	Working Towards	79	87	98
Year 5	Expected	133	137	146
	Working Towards	85	99	109
Year 6	Expected	146	148	150
	Working Towards	109	112	123

2. Sit children in mixed-attainment pairs. The strongest readers are paired with children that struggle the most, and then the rest of the children are matched with partners that are reading at a similar attainment level (based on Fluency Assessments).
3. Give children one copy of the text per pair and one ruler per pair.

Planning the session:

4. Identify more difficult vocabulary and create slide within the PPT with a definition and visual.
5. Identify key points where intonation or use of vocabulary can be expertly modelled.

Tier Two Words

 harmonious	 related	 overwhelming
when things look and feel balanced	belonging to the same family, group, or type	very great in amount

Example of KS2 using Widget to support

<p>honoured</p>  <p>regarded with great respect</p>	<p>gaggle</p>  <p>a disorderly group of people.</p>	<p>whimpered</p>  <p>a series of low, quiet sounds to express fear or unhappiness.</p>
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Example of KS1 vocabulary and picture



How to run a Fluency Session:

1. Selected text displayed on the IWB within the body of the PPT.
2. Teacher reads the text aloud while children listen emphasising prosody and modelling what fluent reading looks like. A pointer maybe appropriate to model tracking of text.
3. Teacher discusses tricky vocabulary using the PPT slide.
4. Teacher reads for a second time while children track the text on the copy shared between partner A and partner B.
5. Set a visual timer for 5 minutes on the IWB. Children take turns to read for the duration of the timer, partner A first. Each time they read the text they are aiming for their reading to sound like it did when the teacher read it aloud.
6. The partner follows with a ruler – they are tracking the text and moving the ruler down to the next line a little before the reader reaches the end of the line so that the partner doesn't have to pause in their reading.
7. The teacher 'floats' and listens to pairs of readers, offering support where required.
8. After 5 minutes, the teacher will 'spotlight' examples of children using prosody and ask to perform.
9. Set 5-minute timer again and partner B reads for the duration of the timer.
10. Text is performed by whole class (choral read – everyone reading together), volunteers, or selected children as their confidence develops. The teacher may want to let individuals know that they are going to be selected as the teacher moves around listening to pairs.

Teacher modelling and **explicit teaching of prosody** is an essential part of fluency reading. Children need to hear clear prosody modelled to them for the text they are about to read albeit a little slower than might normally be used. It is helpful to give slightly longer emphasis to the gaps between sentences denoted by punctuation and gently accentuate the natural rhythms and changes in tone of voice.



Extended Reading

What is an Extended Read?

An Extended Read is a structure for teaching reading that is designed to give children plenty of experience of the written English Language.

Why Extended Read?

Extended reading involves prolonged engagement with a longer text and focuses on the development of fluency, word knowledge, background knowledge and text knowledge through exposure to text. The aim of an extended reading session is for children to build their reading stamina and establish basic sense and meaning of the text.

Essential routines for the Extended Read:

As the children are bouncing between reading the text and listening to the teacher or other children speaking, it is useful to establish a routine to ensure that transition works well and is fluid.

1. **Finger freeze eyes on me** - This reminds children to hold their place in the text with a finger / ruler on the same page whilst a discussion is taking place.
2. **Eyes on text** – when we want children to return to the word / line in the book.

How do I teach an Extended Read?

You will need to:

1. Choose a section of your class text – this will follow on from the fluency read.
2. Read the selected text in advance of teaching it to understand where the story is headed, what you want children to take from the text and where you think children might struggle to understand.
3. Identify more difficult vocabulary and create slide within the PPT with a definition and visual (as with Fluency Read).
4. Plan stopping points (see example questions below) to ensure children are making sense of the text. These are likely to be based around vocabulary, background knowledge, sentence structure e.g. how an exclamation mark has been used or the use of a very short sentence for affect or text structure e.g. a sub heading or the use of a paragraph in a particular way.
5. The teacher needs to make notes either on post its stuck into the text or within a planning document.

George sat himself down at the table in the kitchen. He was shaking a little. Oh, how he hated Grandma! He really hated that horrid old witchy woman. And all of a sudden he had a tremendous urge to do something about her. Something whopping. Something absolutely terrific. A real shocker. A sort of explosion.

"I'm not going to be frightened by her," he said softly to himself. But he was frightened. And that's why he wanted suddenly to explode her away. Well...not quite away. But he did want to shake the old woman up a bit.

Very well, then. What should it be, this whopping terrific exploding shocker for Grandma?

As George sat there pondering this interesting problem, his eye fell upon the bottle of Grandma's brown medicine standing on the sideboard. Rotten stuff it seemed to be...and it didn't do her the slightest bit of good. She was always just as horrid after she'd had it as she'd been before.

Exclamation:
use other
examples (e.g.
How I loved my
new bike! What
a great present!)

What does
George think
medicine *should*
do?

*What is meant by you have a lot of potential?
What is the reason given for Vesper not making the team?*

Pages 13 and 14

*What does "heart dropped heavily into her bad ankle" mean?
Why was it perfect timing for the light drizzle to break out?
What does "despondent" mean?*

Page 15 and 16

*Why is Robin making silly comments to Vesper?
Why does the author use the phrase "could eat fools like Snyder for breakfast"?*

Pages 17

*What is meant by carry the wounds inside?
Why has the author used an elipsis following to end that sentence?*

The extended read and the close read are closely linked. You need to select your close read theme before planning your extended read questions.

How to run an Extended Read Session:

1. Ideally each child has a copy of the text (but for budgetary reasons, children may need to share a copy of the book) and sits at tables.
2. Teacher selects weakest readers and arranges on a focus table and supports these children during the session (keeping them on track and focused, prompting during discussion).
3. The teacher reads to the class as they track the text with a ruler. Accountability can be ensured by the teacher pausing and asking the class to say the next word in unison.
4. Children, selected by the teacher, take it in turns to read a few sentences aloud while the rest of the class track the text with their rulers. The teacher gently taps children's shoulders to indicate they need to read the next sentence – this will ensure high rates of participation.
5. Build in opportunities for pairs to **think, pair, share** (using your pre planned questions).

In year 5 and year 6:

1. Children read silently in short bursts, the length of which are carefully managed by the teacher. At first the amount of reading to be done is very short to minimise the issues caused by the children's different reading speeds and overtime as the children's ability develops, the amount of reading in each burst is increased.

Close Reading

What is Close Reading?

Close Reading is a structure for teaching reading that is designed to engage children in deeper exploration of texts.

Why Close Reading?

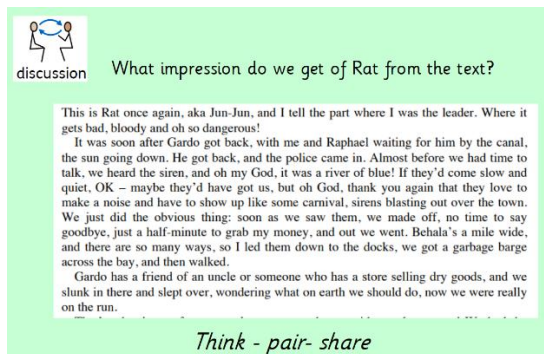
The aim of Close Reading is to carefully consider the ways authors use language and the impact that this language has on different readers.

Through the discussion of texts, children are encouraged to see that texts can be interpreted in different ways and that these interpretations can be discussed.

How do I teach a Close Read?

You will need to:

1. Read the class text in advance of teaching and identify key themes or big ideas such as the underlining meaning or morals. For example, in the book *Charlie and The Chocolate Factory*, the theme could be *people get what they deserve*.
2. Choose a section of your class text that has previously been read and explored during an Extended Read. This could be a paragraph or several sentences within a chapter – the main point of any selection is to exemplify the theme that has been chosen.
3. Snip the section of text to be used and add to the PPT. Print the section of text so that children have a paper copy per pair.



discussion What impression do we get of Rat from the text?

This is Rat once again, aka Jun-Jun, and I tell the part where I was the leader. Where it gets bad, bloody and oh so dangerous!

It was soon after Gardo got back, with me and Raphael waiting for him by the canal, the sun going down. He got back, and the police came in. Almost before we had time to talk, we heard the siren, and oh my God, it was a river of blue! If they'd come slow and quiet, OK – maybe they'd have got us, but oh God, thank you again that they love to make a noise and have to show up like some carnival, sirens blasting out over the town. We just did the obvious thing: soon as we saw them, we made off, no time to say goodbye, just a half-minute to grab my money, and out we went. Behala's a mile wide, and there are so many ways, so I led them down to the docks, we got a garbage barge across the bay, and then walked.

Gardo has a friend of an uncle or someone who has a store selling dry goods, and we slunk in there and slept over, wondering what on earth we should do, now we were really on the run.

Think - pair- share

4. Identify key stopping points in the text. This might be to explain vocabulary or how text has been structured or to clarify or summarise what has been read so far.
5. Plan the questions that will be asked at these stopping points, specifically, questions will focus on analysing meaning specific to the theme and choice of vocabulary. For example in the text below, the overarching theme is *people are not always what they seem*. Below are some examples of planned questions to support the discussion.



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If he could have, he would have sat in the closet. Then he could shut the door so he wouldn't have to listen to Mrs. Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but, unfortunately, his desk didn't fit.

"Class," said Mrs. Ebbel. "I would like you all to meet Jeff Fishkin. Jeff has just moved here from Washington, D.C., which, as you know, is our nation's capital."

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

"Why don't you tell the class a little bit about yourself, Jeff," urged Mrs. Ebbel.

The new kid shrugged.

"There's no reason to be shy," said Mrs. Ebbel. The new kid mumbled something, but Bradley couldn't hear what it was.

"Have you ever been to the White House, Jeff?" Mrs. Ebbel asked. "I'm sure the class would be very interested to hear about that." "No, I've never been there," the new kid said very quickly as he shook his head.

Mrs. Ebbel smiled at him. "Well, I guess we'd better find you a place to sit." She looked around the room. "Hmm, I don't see anyplace except, I suppose you can sit there, at the back."

"No, not next to Bradley!" a girl in the front row exclaimed.

"At least it's better than *in front* of Bradley," said the boy next to her.

Mrs. Ebbel frowned. She turned to Jeff. "I'm sorry, but there are no other empty desks."

"I don't mind where I sit," Jeff mumbled.

"Well, nobody likes sitting ... there," said Mrs. Ebbel.

"That's right," Bradley spoke up. "Nobody likes sitting next to me!"

- *What might the author mean by 'He was an island.'*
- *What does Mrs Ebbel think about Bradley? How does the author show this subtly?*
- *What purpose is the ellipsis serving in this sentence 'Well nobody likes sitting... there?' How would the sentence change if it wasn't there?*
- *How does the author make you feel sympathy for Bradley? Why might the author have done this?*

6. Identify a question linked to the theme and plan how you will live model finding the evidence in the text and responding in writing to the question.
7. Plan an additional question that the children will respond to and this may be a written response. You may want to base some of these questions on the style of SATs so that these are familiar to the children.

How to run a Close Read Session:

1. Place the upcoming reading in a wider context.
2. Teacher reads the text aloud while children listen emphasising prosody and modelling expert reading. Only 1/3 of the lesson should be spent reading the text.
3. Teacher reads for a second time while children track the text in pairs using a ruler, stopping at planned points to explain vocabulary or how text has been structured or to clarify or summarise what has been read so far.
4. Teacher poses a question (based on the identified theme) for discussion with children and then live models highlighting specific vocabulary in the text linked to the question.
5. Teacher live models how to use evidence found in the text to respond in writing to a question (based on the identified theme).
6. Teacher poses a new question to the children. In pairs, they highlight vocabulary and evidence linked to the question.
7. Children then respond to the question orally or in written form. The teacher may wish to provide some sentence stems to support this process.



Assessment of reading

Word Reading

Formative assessment:

Teachers should pay attention to children's misconceptions and be responsive through the lesson: reviewing a GPC; repeating a step to support blending; explaining the meaning of an unfamiliar word in response to a puzzled look or directing attention to a child who has lost focus. Making a note of children to focus on during the next session or adjustments that need to be made to planning.

Summative assessment:

In contrast, the aims of summative assessment are about:

- providing teachers with information about what each child has learnt in a given period and who may need some additional support
- providing leaders with information about which children might benefit from additional support

The key to any assessment is how the information is used to inform teaching and therefore impact on learning.

Most SSPs provide guidance on when such assessments are undertaken and how these are recorded. Any such assessment should pinpoint individual gaps, including if a child needs help in learning GPCs, blending and recognising common exception words.

Individual records of progress are vital, particularly for those who are at risk of not meeting the expected standard of the phonics screening check (40) and failing to learn to read, as well as for older pupils who are not proficient in word reading.

Children new to the school should be assessed immediately on arrival.

Assessment of Fluency

Children's reading fluency is closely correlated to their ability to comprehend meaning from text – the ultimate goal of reading. Therefore, assessing fluency provides a valuable insight into the reading ability of children at a given moment and enable teachers to support children appropriately.

Fluency can be assessed by listening to children read from an age-appropriate text and measuring the number of words they read correctly in 1 minute.

From year 2 to year 6, fluency assessments must be undertaken **3 times per year (term 2, term 4, term 6)** with all children that are no longer working on the school's phonics programme. For children that are not reading within fluency norms, teachers may wish to assess fluency every term. As a Trust, we have selected texts from 'Collins Assess Reading Fluency'.

Which texts should I use?

Collins has many text options depending on book band colours. To simplify this process and to ensure a consistent approach across the Trust, we have created a **Fluency Assessment Map**. This identifies which text should be utilised in which term, in line with the book bands that we would expect the majority of the children to be reading at different times during the year.

Mosaic Fluency Assessment Map			
	Term 2	Term 4	Term 6
Year 2	Gold Assessment 3 Rumpelstiltskin Working at: WCPM 60 Working Towards: WCPM 28-59	White Assessment 3 Little Bear Working at: WCPM 72 Working Towards: WCPM 42-71	Lime Assessment 1 Blackbeard Working at: WCPM 90 Working Towards: WCPM 60-89
Year 3	Copper Assessment 2 Dick Whittington Working at: WCPM 90 Working Towards: WCPM 61-89	Copper Assessment 3 The Story of Nian Working at: WCPM 95 Working Towards: WCPM 67-94	Topaz Assessment 3 The Ogre Working at: WCPM 110 Working Towards: WCPM 79-109
Year 4	Ruby Assessment 3 The Dragons Bride and Other stories. Working at: WCPM 110 Working Towards: WCPM 79-109	Emerald Assessment 2 The Captain's Journey Working at: WCPM 120 Working Towards: WCPM 87-119	Emerald Assessment 3 Your Brain Working at: WCPM 133 Working Towards: WCPM 98-132
Year 5	Sapphire Assessment 1 How to Build a House Working at: WCPM 133 Working Towards: WCPM 85-132	Sapphire Assessment 2 The Black Dog Working at: WCPM 137 Working Towards: WCPM 99-136	Sapphire Assessment 3 The World's First Women Doctors Working at: WCPM 146 Working Towards: WCPM 109-145
Year 6	Diamond Assessment 3 The Story of the Electric Guitar Working at: WCPM 146 Working Towards: WCPM 109-145	Pearl Assessment 1 Coral Reefs Working at: WCPM 148 Working Towards: WCPM 112-147	Pearl 3 Assessment 3 Beneath The Waves: Two Ghost Stories Working at: WCPM 150 Working Towards: WCPM 123-149



How to undertake assessments:

Before assessments:

- Know your children's attainment (from previous assessments).
- Select text from the Fluency Assessment Map.
- Photocopy 'teacher page', x1 per child.
- Ensure that you have the correlating 'child's page'.

Just before taking the assessment:

- Explain to the child they are going to read the text to you as fluently as possible.
- Explain that you will follow along on your sheet and then ask them some questions about what they have read.
- Read the title to the child (this is not part of the assessment).
- Set a one-minute timer from the moment the child begins to read (visible to the adult).

During assessment:

- Listen to the reader.
- Mark on the '*teacher page*' as the reader reads.
- Circle words if;
 - a word is wrong
 - a word is missed
- If a child says a word incorrectly, correct them.
- If a child then hesitates when they encounter this word again, then give them the word.
- If a child hesitates, or is stuck on a word, let them hesitate but not too long then give them word.
- **These do not count towards the WCPM.**
- When the one-minute timer has finished, let the child complete the reading of the text to give them the information they need to complete the comprehension questions.

After the reading section of the assessment:

- Ask the questions.
- Tick if responses are appropriate.
- Thank the child for their time.
- Assess whether each child needs to try a different text.

How to work out WCPM:

- $WPM = \text{total number of words read in 1 minute}$
- Count any errors or missed words (circled words)
- $WCPM = WPM - \text{errors}$
- $\text{Accuracy} = WCPM \div WPM \times 100$



Mosaic Partnership Trust Reading Framework V2

	Word count	Analysis
The Four Desert Challenge is one of the world's toughest running events. The challenge is four races, across four deserts. Competitors who run all four races must complete a total of 28 days racing. They must run over 1000 kilometres in some of the wildest and loneliest places on Earth.	9 17 26 37 46 50	
The four races are held every year, one after the other. Some runners in the Four Desert Challenge are Olympic athletes who compete to win. Athletes like these sometimes run all four races in a single year. Other competitors take longer, running only one race a year. Many compete in teams, helping and encouraging each other when the going gets hard – which it often does!	61 70 78 88 97 105 115	
Each desert race is six stages, run one after the other over seven days. Most stages are 40 kilometres – about the same distance as a marathon. There's a set time to finish each stage, but it's long enough so that competitors don't have to run the whole way – walking is allowed!	126 135 146 156 166	
Good training is important to get competitors through the Desert Challenge. Most racers run about 100 kilometres a week in training.	174 183 187	

Comprehension questions

- How many days does the Four Desert Challenge take? (28) ✓
- What do you think makes The Four Desert Challenge one of the toughest running races? (e.g. It's a long way; the conditions are very difficult; it takes a long time, etc.) ✓
- What are the benefits of doing the race in a team? (You can help/encourage each other.) ✓
- Each desert race takes place over a week. True or false? (True) ✓

WPM	97	Errors	5	WCPM	92	Accuracy /reading rate %	95%
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How do I decide if children are working at the expected rate of fluency / working towards / working below?

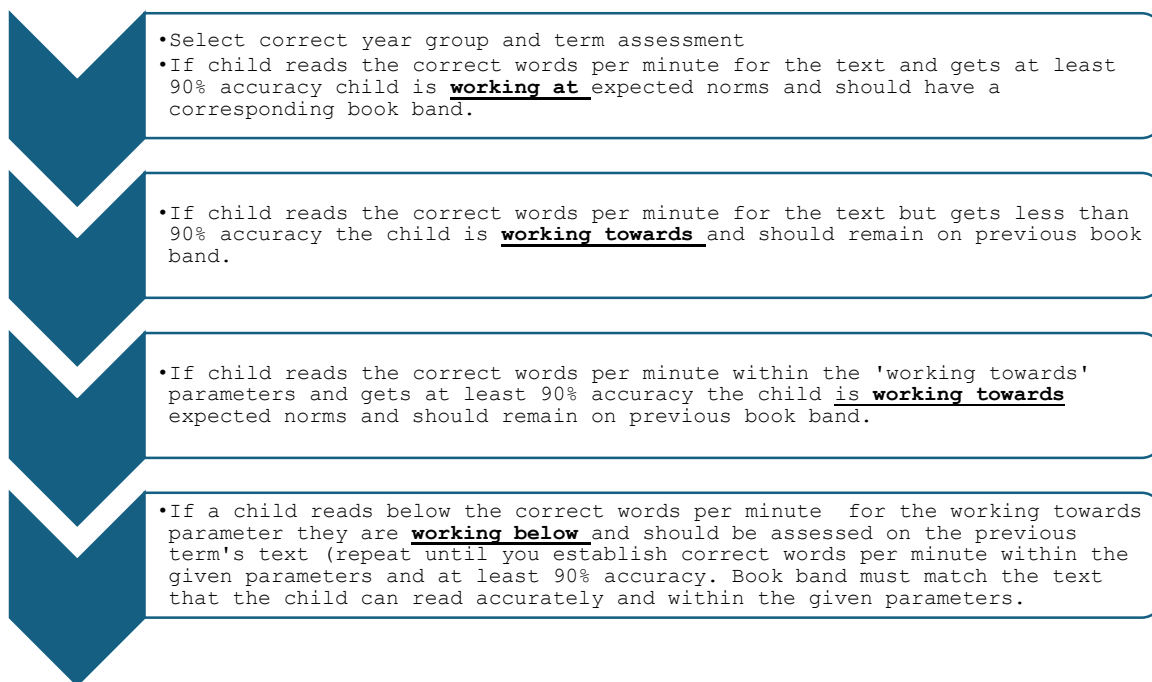
For example:

Child A undertakes the year 3 term 6 fluency assessment and reads 115 words correct per minute with 97% accuracy – **working at the expected rate**

Child B undertakes the year 3 term 6 fluency assessment and reads 80 words correct per minute with 95% accuracy – **working towards the expected rate**

Child C undertakes the year 3 term 6 fluency assessment and reads 69 words correct per minute with 93% accuracy – **working below - assess on previous assessment (year 3 term 4)**

Fluency Assessment Flowchart



Which texts should I use if I am undertaking fluency assessments every term?

For children that were assessed at Working Towards, repeat the text that was last used to identify if improvements have been made in the words correct per minute and / or accuracy.

For children that were assessed at Working Below, use the next assessment.

For example:

Child A undertook the year 3 term 6 fluency assessment and read 80 words correct per minute with 95% accuracy – **working towards the expected rate**. In term 1 of year 4, repeat this text with the child.

Child B undertook the year 3 term 6 fluency assessment and read 69 words correct per minute with 93% accuracy – **working below and they were then assessed on the year 3 term 4 assessment**. In term 1 of year 4 use the year 3 term 6 fluency assessment to identify improvements in WCPM and/or accuracy.



How to report assessments on Arbor:

TBC