

# Expectations for SfA – Roots

| Day 1   | Day 2  | Day 3  |
|---|--|--|
| <p><b>Shared Story</b></p> <ol style="list-style-type: none"> <li>1. Preview</li> <li>2. Word Mastery – Introducing green/red words</li> <li>3. Partners read green/red words</li> <li>4. Partners read sentences</li> <li>5. Guided group reading</li> <li>6. Discussion questions</li> <li>7. Reading celebration</li> <li>8. Word Wall Review</li> </ol> | <p><b>Shared Story</b></p> <ol style="list-style-type: none"> <li>1. Preview</li> <li>2. Word Mastery – Introducing green/red words</li> <li>3. Partners read green/red words</li> <li>4. Partners read sentences</li> <li>5. Partner reading session</li> <li>6. Shared treasure hunt questions</li> <li>7. Reading celebration</li> <li>8. Word Wall Review</li> </ol> | <p><b>Shared Story</b></p> <ol style="list-style-type: none"> <li>1. Partners read green/red words</li> <li>2. Partners read sentences</li> <li>3. Partner story reading</li> <li>4. Individual treasure hunt questions</li> <li>5. Reading celebration</li> </ol> |
| <p><b>STaR Story</b></p> <ol style="list-style-type: none"> <li>1. Before reading strategies/Hook</li> <li>2. Interactive story reading – ask variety of questions (TPS, TTYP)</li> <li>3. After reading strategies; review story</li> </ol>  | <p><b>STaR Story</b></p> <ol style="list-style-type: none"> <li>1. Before reading strategies</li> <li>2. Interactive reading or retell of the story</li> <li>3. Review and plenary</li> </ol>  | <p><b>STaR Writing</b></p> <p><i>Choose one activity from either day 1 or 2</i></p> <ol style="list-style-type: none"> <li>1. Prewriting; model sentence stem</li> <li>2. Writing; model redrafting when appropriate</li> </ol>                                    |

## Recording in Books

| Day | Recording   | Marking & Feedback  | Reading Observation   |
|-----|---|---|---|
| 1   | Shared Story: Discussion Questions<br>Partner talk full sentences: no recording   | Modelling good spoken English, feedback on sentence structure and technique for answering questions | 1 comment per child per cycle.<br>Comment relates to fundamentals and where evidence cannot be recorded in a book e.g. fluency, decoding, discussion of vocabulary. |
| 2   | Shared Story: Shared Treasure*<br>Teacher model answer x 1<br>Partner discuss remaining<br>Write answers independently  | Correct error; child action; adult follow up + grammar, punctuation and spelling                    |   |
| 3   | Shared Story: Individual Treasure*<br>Green/Red word partner assess on frontispieces<br>Teacher model thinking<br>Write answers independently<br>Star Story: Writing Activity (if time allows – choose one from 3 days) | Teacher feedback + grammar, punctuation and spelling – child action (in same lesson)                |   |

Treasure hunt questions can either be split over the two days or you can create your own copycat questions for day 2 depending on the needs of your group.

# 5 day SfA Wings Expectations

## The daily non-negotiables

|                          |   |
|--------------------------|---|
| Interactive Reading      | Teacher modelling think-alouds, self-correction, making sense of the text, fluency and intonation etc. This is the key opportunity to show children what 'good' reading looks and sounds like.  |
| Partner Reading          | <ol style="list-style-type: none"> <li>1. Children labelled A and B. A reads and B actively supports. At end of page or paragraph A summarises; <b>if partners agree on the summary then A and B swap roles for the next page/paragraph.</b> If they do not agree they should reread the same text.</li> <li>2. Teacher should model summarising.</li> <li>3. 15-20 minutes including modelling of summary. Teacher should supervise and monitor during partner reading.</li> <li>4. Teacher and TA should sit with a group or two per day; <b>reading observation notes must be made. This is the time to make informal assessment notes and look at reading progress against 'the Fundamentals'.</b></li> <li>5. Children should use sticky notes for any queries/difficulties; use these as teaching points.</li> </ol> <p><i>If time is a problem, then wait until 2/3 are finished and call it to an end – teacher read 'normally' up to the end of the designated text.</i></p> |
| Treasure Hunt (days 3-5) | <p>Pair up children with more confident peers</p> <p>Refer to the copycat, detective and judge and jury posters to remind children of the types of question.</p> <p>Frequent modelling on days 3 and 4; day 5 is a test</p> <p>Rigorous recording and review of day 5 scores. Score is out of 100; weight each question to give the desired total.</p>  |
| Reading Fluency          | <p>This should have a <b>prominent</b> part of the lesson.</p> <p>Must use a familiar passage.</p> <p>Switch partners A and B daily.</p> <p>If a child makes more than 4 mistakes then they should try the passage again; this should not happen if the text is of the right level.</p> <p>Get class to assess the teacher – model a poor one; discuss</p> <p>If children do not score 100 then they should reread the same piece the following day</p> <p>Every child should have a minimum of 2 dated reading observation comments per week on their weekly overview. The comments should be led by the Fundamentals and concentrate on those areas of reading which cannot be evidenced through written work.</p>  |
| Vocabulary               | <p>Children should practise reading, defining and using the key words in a sentence during the week. All ten words should not be done each lesson, except for the scoring activity on Friday.</p> <p>Choose 3 or 4 random words from the list to focus on each day</p>  |

| Day     | Focus   | Marking and Feedback   |
|---------|---|--|
| 1 and 2 | <p>Partner Reading: Information recorded on whole class graphic organiser</p> <p>Reading Fluency</p> <p>Oral rehearsal of comprehension using given sentence stems.</p> <p>Vocabulary: peer assessed Can partner read word? (all ten words)</p>   | <p>Reading observation comments on weekly overview</p> <p>Peer vocabulary check on overview</p> <p>Daily Fluency Score on Weekly Overview Header</p>     |
| 3       | <p>Treasure Hunt: Answers in full sentences (discussed, agreed, written and check with partner)</p> <p><i>Treasure Hunt questions must not roll over to the next day.</i></p> <p>Team Check: Annotations to Treasure Hunt answers – in green</p> <p>Daily Fluency Score on Weekly Overview Header</p> <p>Vocabulary: can partner define word? Adult circulating to check accuracy</p> | <p>In class annotations and peer marking</p> <p>Reading observation comments on weekly overview</p> <p>Daily Fluency Score on Weekly Overview Header</p> |
| 4       | <p>Treasure Hunt: Answers in full sentences (discussed, agreed, written and check with partner)</p> <p>Team Check: Annotations to Treasure Hunt answers – in green</p> <p>Daily Fluency Score on Weekly Overview Header</p> <p>Vocabulary: can partner use word in a sentence?</p>  | <p>In class annotations and peer marking</p> <p>Reading observation comments on weekly overview</p> <p>Daily Fluency Score on Weekly Overview Header</p> |
| 5       | <p>Reading: Independently to clarify.</p> <p>Final Treasure Hunt questions independently answered as a Test It</p> <p>Daily Fluency Score on Weekly Overview Header</p> <p>Vocabulary: final scoring activity. Choose 4 words ask partners to test reading and defining; choose 4 more and ask partners to swap for testing.</p>  | <p>Record treasure hunt and vocabulary score</p> <p>Peer mark test it</p> <p>Teacher marked to give score for weekly overview.</p>                       |