



KS1 Reading (Daily Supported Reading)

Intent

At Stonebridge our **KS1** pupils, and targeted pupils from KS2, have daily reading sessions with a trained daily supported reading member of staff. This enables children to receive high-quality daily reading sessions. **Daily Supported Reading** is a scripted program that raises the quantity of successful Independent reading accomplished by each child in Key stage 1. It also supports a coherent approach to the reading curriculum and helps to move all children on in their reading. It helps our pupils make accelerated progress by working in a coherent and systematic way. Our children really enjoy daily reading matched to their independent reading level and working with a trained adult.

Our staff use differentiated lesson guides to move children on and make sound judgements about when to do so. This method has a proven track record of success in raising school reading standards at KS1 and is used by a growing number of schools across the country.

We have observed more rapid progress and more confident readers in our KS1 due to the introduction of Daily Supported Reading.

Our pupils and parents are very positive about the impact of Daily Supported Reading.

The aim of the programme is to:

- Develop the skills of adults to meet the needs of children learning how to read
- Ensure a varied responsive and consistent approach to independent text reading by children in EYFS/KS1
- Dramatically increase the quantity of texts that beginner readers engage with enjoyably and independently every day
- Ensure that all children make good progress by working with a trained adult in a small group every day
- Establish a coherent approach to early reading instruction in KS1
- Enable children to enjoy daily independent reading, increasing the quantity and challenge of texts across the year

The aim for children is to:

- Receive quantity daily reading in small groups of no more than 6, led by a trained adult
- Focus on independent problem solving so that children actively construct their own learning while keeping a story of message in mind
- Have daily opportunities to read independently, in small groups, at their own ability level with a trained adult

The aim for adults is to:

- Have the opportunity to teach a range of children who are learning to read
- Build the capacity of the school staff and DSR volunteers to move children on and make effective judgments about when to do so
- Provide ongoing professional development for all adults involved

Implementation

Daily Supported Reading (DSR) is a programme that ensures children in **KS1** develop reading fluency by reading authentic natural language stories every day. Daily Supported Reading is implemented in addition to our school's synthetic phonics programme (**Bug Club Phonics**).

Children read in small groups led by a trained adult. Adults use a lesson guide to structure the session, and to support independent engagement with, and independent enjoyment of, a range of story books. Adults receive **ongoing fortnightly professional development training** across the year. They also receive **regular coaching support** while working with their reading groups each day. The stories that children read in DSR are matched to their independent reading levels and children are promoted to higher level texts weekly. Through texts, children learn to respond to, and engage with new ideas and information. (Cultural capital). They are taught how to access information with increasing autonomy and to read aloud with increasing fluency.

- They learn to problem solve independently, while keeping a story or message in mind. (Global comprehension)
- They begin to trust, value, and deepen their own opinions and responses while reading with increasing fluency and understanding.

Programme of study:

Daily supported reading (DSR) is a half an hour daily reading session for children in KS1. The session takes place in small groups of approximately 6-8 children for 30mins which change on a weekly basis. The programme consists of an intense weekly read of two books to ensure fluency, comprehension and enjoyment of reading. Small groups allow each child to be listened to daily, and adults to make accurate assessment of the child's reading progress. Levels run from 1 –30. From level 12 upwards children start to write answers to guided reading style question. The books and questions become more challenging as children progress through the levels. Assessments consists of listening to the children read, word order and fluency. High quality questioning is used throughout to check children's understanding of the text. Together with Hackney Learning Trust, Sheels has compiled a list of books for use in this programme to aid children with their reading. All books supplied are labelled according to their level and can also be separated into zip bags to make group reading time easier.

Overview of Prompts for Level Pink to Turquoise

	Focussed teaching points	Praise:	Prompt:
Pink level 1-2	<ul style="list-style-type: none">• Point under each word• Make it match• Go back if you miss a word	<p>I like the way you pointed under each word</p> <p>I like the way you made it match/ went back</p>	<p><input type="checkbox"/> Nearly</p> <p><input type="checkbox"/> Try that again. Make it match (you demonstrate)</p> <p><input type="checkbox"/> Adult holds page and wait</p>

Red Level 3-5	<ul style="list-style-type: none"> Point under each word Make it match Go back if you think something is wrong 	<p>Good! You pointed under each word</p> <p>I like the way you made it match /went back</p>	<input type="checkbox"/> Nearly! <input type="checkbox"/> You try, then go back. Are you right? <input type="checkbox"/> Read that again to see if you are right.
Yellow Level 6-8	<ul style="list-style-type: none"> Listen to the story while you read Eyes only! (unless you get stuck) Go back if you think something is wrong 	<p>I like the way you were listening to the story</p> <p>I like the way you went back to check</p> <p>Good! You used "eyes only"</p>	<input type="checkbox"/> Look at the picture and think what's going on <input type="checkbox"/> You try, then go back! Are you right? <input type="checkbox"/> Now try ...eyes only
Blue Level 9-11	<ul style="list-style-type: none"> Read the words together. Listen to yourself Think about what is happening in the story Find the hard bit, slow check then go back/ reread 	<p>Good! You know you can say it like that</p> <p>I liked the way you thought about what was happening in the story</p> <p>I liked the way you worked at the hard bit!</p>	<input type="checkbox"/> Go back and reread <input type="checkbox"/> Look at the picture and think! (What is a happening in the story?) <input type="checkbox"/> Find the hard bit and slow check. Now go back!
Green Level 12-14	<ul style="list-style-type: none"> Listen to yourself. Read fast and fluently. Think about the story Check the print. If something is wrong, then go back and reread 	<p>You read fast and fluently on this page/ all the way through</p> <p>You were thinking about what was happening. That was good!</p> <p>I like the way you checked and reread</p>	<input type="checkbox"/> What do you know that will help? <input type="checkbox"/> Are you thinking about the story? <input type="checkbox"/> Slow check then go back and reread. Listen to yourself.

Structure of lessons:

DSR works on a five-day timetable.

Within that week children will read 2 texts and depending on the level will answer verbal questions daily and/or written questions on day 5.

	Day 1	Day 2	Day 3	Day 4	Day 5
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Level 1-2	<p>Story 1</p> <ul style="list-style-type: none"> • Story introduction then read the story • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build word with magnetic letters • Read and construct cut up sentence from the book 	<p>Story 1</p> <ul style="list-style-type: none"> • Recap story • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build word with magnetic letters • Read and construct cut up sentence from the book 	<p>Story 1</p> <ul style="list-style-type: none"> • Story introduction then read the story • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build word with magnetic letters • Read and construct cut up sentence from the book 	<p>Story 1</p> <ul style="list-style-type: none"> • Recap story • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build word with magnetic letters • Build sentence using cut up words 	<ul style="list-style-type: none"> • Recap both books (Can children make any links between stories?) • Verbal questions
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Level 3-12	<p>Story 1</p> <ul style="list-style-type: none"> • Story introduction and then read the story • Discuss vocabulary • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build sentence using cut up words 	<p>Story 1</p> <ul style="list-style-type: none"> • Story introduction recap • Discuss vocabulary • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build sentence using cut up words 	<p>Story 2</p> <ul style="list-style-type: none"> • Story introduction and then read the story • Discuss vocabulary • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build sentence using cut up words 	<p>Story 2</p> <ul style="list-style-type: none"> • Story introduction recap • Discuss • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Build sentence using cut up words 	<ul style="list-style-type: none"> • Recap both books (Can children make any links between stories?) • Verbal questions • Using mini whiteboards – children write a sentence from the text
12-16	<p>Story 1</p> <ul style="list-style-type: none"> • Story introduction then read book • Discuss unfamiliar vocabulary • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing 	<p>Story 1</p> <ul style="list-style-type: none"> • Recap Story introduction • Discuss unfamiliar vocabulary • Finger frame • Independent reading (adult to circulate and listen to each child read) 	<p>Story 2</p> <ul style="list-style-type: none"> • Story introduction then read book • Discuss vocabulary • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing 	<p>Story 2</p> <ul style="list-style-type: none"> • Recap Story introduction • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Discuss text 	<ul style="list-style-type: none"> • Recap both books • Verbal questions focused on vocabulary • Using mini whiteboards – children write own sentences about text

	reading until the adult signals to stop <ul style="list-style-type: none"> Discuss vocabulary 	continuing reading until the adult signals to stop <ul style="list-style-type: none"> Discuss text 	reading until the adult signals to stop	<ul style="list-style-type: none"> Discuss vocabulary 	
17-30	Story 1 <ul style="list-style-type: none"> Story introduction/overview. Then read a snippet from the book Children read ½ the book Discuss unfamiliar vocabulary Finger frame Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop 	Story 1 <ul style="list-style-type: none"> Recap Story so far. Read a new snippet from the book. Children then read the second half. When they finish go back and re-read the whole books Finger frame Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop Discuss text Discuss vocabulary 	Story 2 <ul style="list-style-type: none"> Story introduction/overview. Then read a snippet from the book. Children read ½ the book. Finger frame Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop Discuss text Discuss vocabulary 	Story 1 <ul style="list-style-type: none"> Recap Story so far. Read a new snippet from the book. Children then read the second half. When they finish go back and reread the whole books Finger frame Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop Discuss text Discuss vocabulary 	<ul style="list-style-type: none"> Recap book Discuss text Discuss vocabulary Using mini whiteboards – children write questions about the text
	<ul style="list-style-type: none"> Discuss text Discuss vocabulary 				

Our Non-Negotiables:

Our staff deliver high quality DSR sessions which promote and encourage a love of reading.

For this to be successful we have our non-negotiables which are:

- Staff ensure that they have read the books they are teaching prior to the lesson
- Story introductions must happen before children read the book themselves
- Fortnightly DSR training for all staff
- Tracker sheets are completed weekly
- On a Friday all books and whiteboards are ready for the following week before staff go home

- While children are reading, the adults circulate around the group listening to them read
- Day 5 verbal questions must be discussed, and all children must have an opportunity to give their answers and reasons where appropriate
- End of session plenary needs to discuss reading strategies used:
 - How can you help yourself when you are stuck?
 - Use of phonics (from our lessons)
 - Use of high frequency words
 - How reading sounds?
 - Use of punctuation (clear links to writing)
 - Does it sound right?
 - Check it makes sense
- Adults check all resources are packed away at the end of the session.

Example of a Script:

TIGER TIGER

BEFORE INDEPENDENT READING

Introduce the story

This story is called 'Tiger Tiger'. Baby Monkey and Mother Monkey are asleep at the top of a tree. They are safe. Hungry Tiger can't reach them. In the middle of the night Baby Monkey wakes up. He wants something to eat. He climbs down the tree on his own to pick some fruit. Will Tiger catch him and gobble him up? Let's read this story and find out!... Listen...

Now read the story to the children. Point to each word, then give out one book to each child.

Say 'Look through the story and find the part where Mother Monkey says: "Come up here! Come up here!". Let's say it together'.

Find '**come**' and slow check.

Share the focussed teaching points

- Point under each word
- Make it match
- Go back if you think something's wrong.

DURING INDEPENDENT READING

Each child reads the book at the same time repeatedly until you signal stop.
Listen to each child in turn.

Praise links to focussed teaching points

- Good!, you pointed under each word
- I like the way you made it match/went back

Prompt for independent solving if a child gets stuck

- Nearly!
- You try, then go back. Are you right?
- Read that again to see if you are right.

AFTER INDEPENDENT READING (RETURN TO THE TEXT)

Talk about the story with the children

Where did Tiger go when Baby Monkey got away?

Look through the story and find the part where it says *Baby Monkey is up in the tree.*

Find '**the**'. Slow check. Write '**the**'. Slow check.

Cut up sentence: *Baby Monkey is up in the tree.*

Impact

Teachers have ensured:

- That children who are requiring further support have targeted, personalised additional daily reading sessions
- All adults have been trained, including new staff in September 2021
- Children are moved on when ready to be extended
- Home learning text match levels in reading in DSR for all children

Tracker Sheets:

The DSR leaders track the progression of each individual child on a tracker (*See examples of assessment tracker sheets below*)

Tracker sheets are filled in weekly for the group staff work with and are submitted to the DSR leaders. They are an important part of the ongoing assessment that we carry out at Stonebridge. These sheets allow professionals to spot the gaps in each child's reading and focus on this during the week. Staff are also asked to bring these sheets to fortnightly DSR training so concerns can be discussed, and support given to help everyone enable children to move forward.

Children are bench marked initially to find their level and grouped with others at the same level. Their reading adult assesses the children weekly. We would expect most children to move weekly or fortnightly. Staff ensure that they are covering the key teaching points within their level to ensure that children make accelerated progress and do not develop gaps in their knowledge. Expectations are that Year 1 children should be working within level 15-18 by the end of the year. The DSR lead will change the groups weekly, any child that is not making good or better progress in their group will be highlighted to the class teacher to ensure these children will then have an additional daily read with a trained adult.

***Please click link below to visit Hackney Learning Trust website for more information:**

<https://www.hackneyservicesforschools.co.uk/product/daily-supported-reading-programme-dsr-year-1>

SUPPORTED READING ASSESSMENT SHEET 1

DATE:	CHILD'S NAME					
GROUP LEADER:						
LEVEL 1, 2 AND 2/3						
Points under each word						
Makes it match						
Goes back if they miss a word						
LEVEL 3 AND LEVEL 4						
Points under each word						
Makes it match						
Goes back if they think something is wrong						
LEVEL 5						
Uses eyes only (no pointing)						
Goes back if they think something is wrong						
Rereads and tries again if they get stuck or lose their place						
LEVEL 6 AND 7						
Listens to the story while they read						
Uses eyes only unless they get stuck						
Goes back if they think something is wrong						
LEVEL 8						
Puts the words together (phrasing and fluency)						
Slow checks 'hard bits'. Goes back and rereads						
LEVEL 9 AND LEVEL 10						
Put the words together (phrasing and fluency)						
Thinks about what is happening in the story						
Finds the hard bit. Slow checks, then goes back and rereads						
LEVEL 11						
Listens to themselves. Reads smoothly						
Thinks about the story						
Helps themselves when they get stuck. Re-reads						
LEVEL 12						
Reads fast and smoothly						
Thinks about the story						
checks the print if something is wrong. Goes back and re-reads						

SUPPORTED READING ASSESSMENT SHEET 2

WEEK BEGINNING:	READING TUTOR:						
Book titles used this week:	CHILD'S NAME						COMMENTS
							I am concerned about...
High frequency words studied:							Please can you look at...
Points to words consistently							
Points when stuck							
Sustains fluency and expression							
Reads a few high frequency words (HFW) on sight							
Reads some HFW on sight							
Reads most HFW on sight							
Pauses at full stops							
Responds to some punctuation							
Responds to most punctuation							
Applies sound letter links							
Decodes some unfamiliar words							
Decodes unfamiliar words consistently							
Notices mistakes							
Notices and self corrects some mistakes							
Notices mistakes and self corrects most of the time							
Writes a few HFW fast and fluently							
Writes some HFW fast and fluently							
Writes many HFW fast and fluently							
Controls direction mostly							
Controls direction fully							
Re-reads text to understand or check sometimes							
Re-reads to check understanding when necessary							
Uses picture to support problem solving							
Uses picture to support problem solving as required							