

# Leading Effective Implementation & Sustaining Improvement



# What is Ready Steady Comprehension?

**Ready Steady Comprehension** is planning support for whole class Shared Reading through carefully crafted units of work. These units also help schools to provide curriculum knowledge for several foundation subjects. They empower teachers to teach *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

**Ready Steady Comprehension** provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

The primary aim of **Ready Steady Comprehension** is to teach reading comprehension skills and strategies explicitly.

## Underlying Principles

**Ready Steady Comprehension** works when:

- Formative assessment is used to inform the teaching.
- It involves *all* the children in the class.
- Time allocated to each lesson is at least 30 minutes.
- The four part teaching sequence is adhered to for each session (i.e. Read, Model, Practise, Apply), where the suggested timings are used to guide the learning in each lesson.
- It is consistently and regularly delivered.
- It is integral to whole school improvement of reading.
- All adults supporting learners are deployed effectively so there is access for all.
- Children have access to a copy of the text being explored.
- Children are taught explicit comprehension skills e.g. prediction; questioning; clarifying; summarising and inference etc. and these are reinforced through Guided Reading and across the curriculum.
- It does not replace Guided Reading.

NB **Ready Steady Comprehension** can be adapted to meet the amounts of time placed on the daily explicit teaching of reading.

There is an expectation that the texts used for **Ready Steady Comprehension** will be available for children to explore and enjoy in their entirety *beyond* the taught sessions. That is, the texts can be shared through other reading experiences for children such as reading aloud, paired reading, placed in the class reading area, pulled upon to inform other curriculum lessons etc., which also supports children's love of reading.

*Beautiful texts that broaden the reading experience: beautiful texts that deepen curriculum knowledge.*

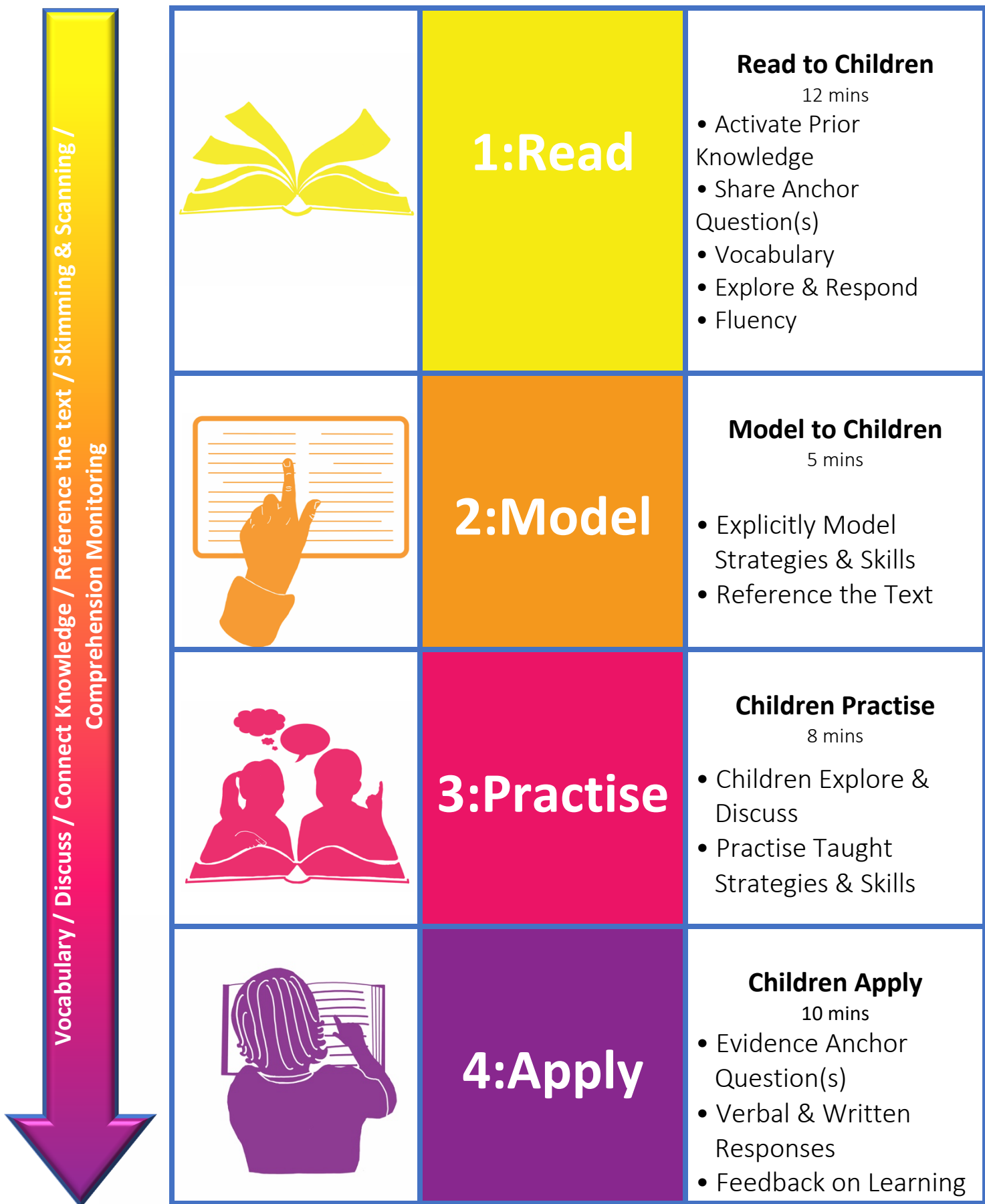
### Ready Steady Comprehension:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances learning across the curriculum

These detailed units are also vehicles to your wider curriculum. This, in turn, builds a rich curriculum where a school's Intent and Implementation leads to Impact through improved outcomes for children.



# Teaching Sequence







## Sequence Explanation

Each lesson follows the same **Ready Steady Comprehension** teaching sequence and provides a detailed framework of how to move through the 4 step teaching sequence: 1:Read, 2:Model, 3:Practice and 4:Apply. A typical **Ready Steady Comprehension** lesson is 30 – 40 minutes. Lessons are *always* informed by teachers' knowledge of *their* pupils (formative assessment). **Ready Steady Comprehension** units of work know the standard expected of each year group and effective pedagogies that support learning. However professional teacher decisions are crucial to ensure the needs of the children are met when using this document, which provides a proven scaffold and strong teaching structure.



# Learning Across the Week

Each week there are 5 **Ready Steady Comprehension** sessions. The first 4 sessions follow the teaching sequence and its suggested timings. The fifth session is to provide an opportunity for children to apply those subject skills and knowledge taught in the previous 4 sessions through an extended application lesson.

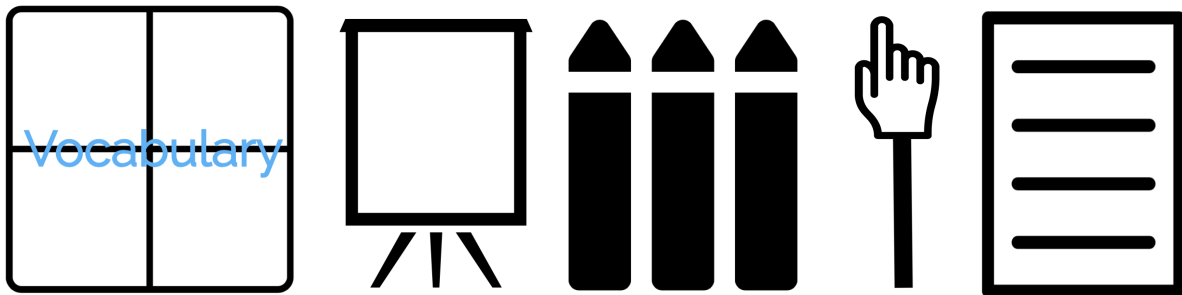
Step 1: Read		<b>Step 1: Teacher Read</b> Vocabulary from the vehicle text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s) are shared, which support children to read with a purpose. Questioning and enjoyment with the text is important here. Choral reading is featured to develop fluency – an important step to comprehension.
Step 2: Model		<b>Step 2: Teacher Model</b> Teacher models reading skills and strategies, explicitly demonstrating how these are applied when 'being' a reader. Teacher also models the important textual evidence required to answer Anchor Questions.
Step 3: Practise		<b>Step 3: Children Practise</b> Children explore new vocabulary and through paired and table discussion, read the text again. Children Text Marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.
Step 4: Apply		<b>Step 4: Children Apply</b> Children demonstrate how they have internalised new reading skills, strategies and their understanding of the vehicle text. Reading evidence may well be placed in Reading Journals. Formative assessments and bespoke feedback on Learning help teachers plan for subsequent learning. Step 4 enables feedback on evidence against the Anchor Question(s) and the application of taught strategies.



## Getting Ready for learning


Ensure that the following items are ready:

- copy of the vehicle text for every child to access to and see easily
- enlarged copy of the vehicle text on the IWB or flip chart for text marking and referencing throughout the session
- anchor question(s) visible for the children to see and refer to this throughout the session
- be familiar with the focus comprehension skills and strategies throughout lessons
- vocabulary identified for explicit teaching\*





# Reading Curriculum Coverage Counts

	A: Autumn 1	B: Autumn 2	C: Spring 1	D: Spring 2	E: Summer 1	F: Summer 2
						
YR	Friendship & Animals	Magic & Stars	Superhero	Traditional Tales	Growing	Seaside
Y 1	History: Living Memory	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals inc. Humans	Reading Breadth: Stories & Poems
Y 2	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry - Contemporary	History: Events Beyond Living Memory – Great Fire of London	Reading Breadth: Stories and Plays & Poetry - Contemporary
Y 3	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y 4	Science: Living Things/Habitats/ Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y 5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Y 6	History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range



# Ready Steady Comprehension: Curriculum Coverage & Implementation

## Across the Year

The primary aim of **Ready Steady Comprehension** is to teach reading comprehensions skills and strategies explicitly. By also linking this teaching to foundation subjects, it helps children connect knowledge needed to access their curriculum whilst providing full curriculum reading coverage. To this end, in *all* year groups, there is a balance of texts for several foundation subjects or 'Curriculum Drivers' (pink in the diagram below), and texts that honour the Reading Breadth (blue in the diagram below). This offers a rich vein of carefully selected texts across each academic year. This is exemplified through the Year 6 example shown here for illustrative purposes:



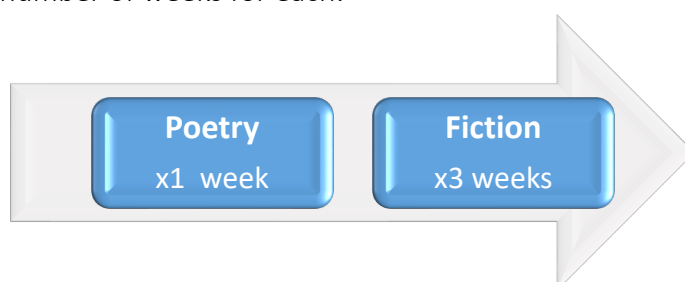
## Ready Steady Comprehension Curriculum Drivers A, C & E

Curriculum Driver half termly units have Shared Reading plans covering non-fiction, poetry and fiction. These are grouped below with the designated number of weeks for each:



## Ready Steady Comprehension Reading Breadth B, D & F

Reading Breadth half termly units have Shared Reading plans covering poetry and fiction. These are grouped below with the designated number of weeks for each:

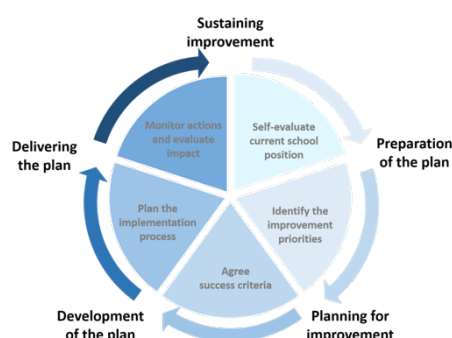


# Steps to Successful Implementation

1: Systems in Place		
Preparation	Children	Leaders
<ul style="list-style-type: none"> <li>• Set up a <b>Ready Steady Comprehension</b> management structure with designated named leads as part of the SLT team and share this with all staff</li> <li>• Secure a timetable and consider the effective deployment of TAs</li> <li>• Share the Progression and Implementation document with all staff to reinforce expectations for each year group</li> <li>• Inform all stakeholders</li> <li>• Placed on school development plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ready Steady Comprehension</b> is for <i>all</i> children. Consider the access needs of specific children and effective deployments of TAs to support</li> <li>• Collect Assessment information for each class* and monitor outcomes of all groups (consider the progress made of the lowest performing 20% in each class)</li> </ul> <p>*Reading Assessment Counts *Reading Progression Counts documents available online</p>	<ul style="list-style-type: none"> <li>• Prepare timetables across the schools</li> <li>• Ensure rigorous training schedule for all teachers and teaching Assistants</li> <li>• Ensure assessments and evidence collections systems are in place</li> </ul>

2: Implementation	
Leadership	Teaching
<ul style="list-style-type: none"> <li>• Half termly observations of <b>Ready Steady Comprehension</b> sessions</li> <li>• Provide feedback of sessions observed using the Looking at Learning document</li> <li>• Secure continual improvement through rigorous and accurate self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 5 lessons a week 30 – 40 minutes of explicit <b>Ready Steady Comprehension</b> sessions</li> <li>• On-going assessment, recording and annotating planning</li> <li>• Regular communication between teachers and <b>Ready Steady Comprehension</b> lead</li> </ul>

3: Monitoring and Evaluation	
Monitoring	End of Year
<ul style="list-style-type: none"> <li>• On-going school tracking procedures</li> <li>• Report outcomes to governors</li> <li>• Secure continual improvement through rigorous and accurate self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading tests</li> <li>• End of year Teacher Assessment</li> <li>• Collate end-of-year data</li> </ul>



# Ready Steady Comprehension: Looking at Learning







Teaching focus		Comment
1	Learning environment enables access to texts on screen and at table.	
2	Groups / pairs are mixed in terms of reading confidence.	
3	The lesson follows the four-part teaching sequence of Read, Model, Practise and Apply.	
4	Formative assessment of learning prior and during the session allows for teacher to adjust, explaining concepts and ideas the text invites.	
5	There is progression in learning and the lesson is positive, lively and fun.	
6	Children are engaged and motivated throughout.	
7	The teacher has developed positive relationships with all children (particularly for those that fall in the lowest 20% where attitudes and dispositions may be)	
8	Teacher makes appropriate use of pedagogies and resources to support children's learning	
9	Vocabulary is explored at the start of the session and throughout (even pre taught).	
10	Child-child and teacher-child discussions are a prominent feature of the session	
11	Fidelity is shown to the teaching across the week.	
12	Staff are knowledgeable and confident in their delivery – all are fully trained.	
13	The pace of the lesson is well maintained.	
14	All children can clearly see/hear the teaching input/teaching aids.	
15	Children are given opportunities to apply knowledge and skills.	

Next steps:

# Planning your own session

Vocabulary / Discuss / Connect Knowledge / Reference the text / Skimming & Scanning / Comprehension Monitoring

Lesson		Vehicle Text & Page	
Anchor Questions(s):		Vocabulary Teaching:	Focus Comprehension & Strategies:
			Focus Content Domain(s):
	<b>Step 1: Read</b>		<b>Read to Children</b> 12 mins
<p>Activate prior knowledge:</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the session.</p> <p>Vocabulary:</p> <p>Explore &amp; respond:</p> <p>Fluency:</p>			
	<b>Step 2: MODEL</b>		<b>Model to Children</b> 5 mins
<p>Explicitly Model Strategies &amp; Skills:</p> <p>Reference the text:</p>			
	<b>Step 3: PRACTISE</b>		<b>Children Practise</b> 8 mins
<p>Children Explore &amp; Discuss:</p> <p>Practise Taught Strategies &amp; Skills:</p>			
	<b>Step 4: APPLY</b>		<b>Children Apply</b> 10 mins
<p>Evidence Anchor Question(s):</p> <p>Verbal &amp; Written Responses:</p> <p>Feedback on Learning:</p>			

\*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

# Extended Application: Reading Journal Activities

Reading journal activities allow children to reflect upon, evaluate and explore the texts they have read. The activities below allow children's application of reading skills strategies and knowledge from what they have learned from previous **Ready Steady Comprehension** sessions. They also provide a valuable insight into pupils thinking and comprehension skills as they engage with a text. Reading journals can take many formats, depending particularly on the age of the children, examples of which include books, folders, audio diaries and computer files.

## Application Activity

- Label the features of a non-fiction text and explain what they do
  - Write down what they like and dislike about the book and any questions they have
  - Write a letter to the author of your book – say what you like or dislike about the book. Tell the author the effect they have had on you as a reader
  - Imagine you could interview the author – which questions would you ask them based on what you have read? For example - Can you explain...? How would you...? What do you think...? What if...? How would you improve/change...? Write a letter to the author of your book – say what you like
  - Imagine that your book is being released with a new cover. Design the 'blurb' for the back cover that would summarise the story without giving away too much! Think about tempting your readers to try the book
  - What do you think is the most important part of the story so far? Visualise it (you can draw a picture). Now explain what is happening and explain why you think it is the most important part
- List any key topic words or phrases from the book
  - Make a fact file about one of the characters
  - Draw a quick picture of a character in the story. Write their name and everything else you know about them from reading the story. Can you include quotes to support your ideas?
  - From your non-fiction book, what are the five most important pieces of information? Why have you chosen these?
  - Draw a picture of the setting for one scene in the story. Label it with details from the text
  - Create fact boxes about the author and his or her style, finding examples from the text
  - Write a quiz about the book for one of your peers
  - Can you find examples of figurative language in your book? Make a list. Explain the effect of the author's language choices
  - Collect words based around a topic, e.g. space. Use scanning to collect words and place them around a diagram
- Draw a comic book version of the story
  - Draw a story mountain of the events
  - Write a timeline of the events in the story
  - Summarise the story in 100 words or less
  - Write a subheading for each section that you have read, summarising the content
- Make a list of key words of key words that you could use to make a glossary for your book
  - From the text that you have read, highlight or circle any words that you found difficult to read or were unsure of the meaning of. Make a list of them in your book to create a glossary and use a dictionary to identify the meanings.

- Raise questions based on the text that you have read, in order to improve your understanding. (Who, what, where, when, why and how)
- As you read, use thought bubbles to record the strategies that you are using to understand the text and record any questions that you have about the meaning of what you have read.
- Make a dictionary containing ten or more new or unfamiliar words from the book you have read, recording a definition.

- Using the pictures from your book, predict what might come next
- Stop reading the story halfway through. Draw or write your prediction for the rest of the story
- Complete a role on the wall for a character. List on the outside what the text tells you about them. Add on the inside what you 'think you know' about them from this.
- Write about how a character might be feeling at different stages in the story. You could write it as the first person or in a speech bubble
- Complete an emotions graph for a character in your book, recording the journey of their emotions throughout the story so far
- Use speech bubbles to show a conversation that two main characters from your book might have at an important part of the story
- Think about five questions you would like to ask a character in the book. Swap with a partner and answer them
- Write a letter from yourself to a character in your book, making comments based on inference & deduction from textual evidence
- Write a diary entry in role as a character in your story after something interesting has happened, making comments based on inference & deduction from textual evidence
- Rewrite an event from a different character's point of view
- Continue the story after the end of the book. What might happen next? Write in the style of the author. Alternatively, write the first paragraph of the sequel to the text you have been reading

- Make finger puppets and retell the traditional tale of ...
- Sort the book covers into fiction and non-fiction. How do you know?
- Write about an experience or memory of your own that is similar to something that has happened in the book. Explain how they are similar
- Use the non-fiction book you have been studying. Write the title. Write down each of these features and put the page number(s) where you find them: index, contents, glossary, main heading, subtitle, picture, and caption. Can you find these features in your non-fiction book? List them and record the page number.
- For a non-fiction book, make a list of the organisational features the author uses & why they use them.
- Read the first paragraphs of three books; explain how the stories hook you in at the beginning. List the words & phrases that you feel are effective in making you want to read on.

- Make a word collection of your favourite words and phrases. Explain why you liked them
- Identify all of the similes, metaphors and examples of alliteration in the chapter you have just read
- List some of the words and phrases the author has used to create atmosphere. Why did you choose these? Can you use them in your own sentence?
- Make a list of the language features, style and conventions that the author uses. Find examples of these from the text and write down why you think this is effective
- List some of the words and phrases the author has used to create atmosphere/suspense & explain why you think each one is effective.
- Take an extract from the text that you are using to create a blackout poem. Select language and words that convey the mood and atmosphere of the book and black out all other words



# Reading Assessment Counts

## Reading Assessment Counts



## Reading Progression Counts



### Reading Assessment Counts: Year 1

#### Working towards the expected standard

##### Word Reading

###### The pupil can:

- ✓ read some capital letters and all the digits 0-9
- ✓ apply some phonic knowledge and skills as the route to decode words
- ✓ recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including some alternative sounds for graphemes
- ✓ read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught
- ✓ read some common exception words, noting correspondences between spelling and sound and where these occur in the word
- ✓ read some words containing taught GPCs and -s, -es, -ed, -er and -est endings
- ✓ read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ re-read books to build up fluency and confidence

##### Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

###### The pupil can:

- ✓ listen to and discuss some poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ link what they read or heard to their own experiences
- ✓ show familiarity with some key stories, fairy stories and traditional tales, retelling them and considering some of their particular characteristics
- ✓ recognise and join in with some predictable story phrases
- ✓ recite, by heart, some rhymes and poems
- ✓ discuss word meanings and link some meanings to those already known

The pupil can understand both the books they can already read, as well as those they listen to.

###### The pupil can:

- ✓ draw on what they already know or have experienced
- ✓ check that text makes sense to them as they read and correcting some inaccurate when reading
- ✓ discuss book title and events in stories
- ✓ make some inferences on the basis of what is being said and done by a character
- ✓ make some predictions on what might happen on the basis of what has been read so far
- ✓ begin to participate and explain through discussion about what is read to them

### Working at the expected standard in Year 1

##### Word Reading

###### The pupil can:

- ✓ read all capital letters and the days of the week
- ✓ apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read words containing taught GPCs and -s, -es, -ed, -er and -est endings
- ✓ read other words of more than one syllable that contain taught GPCs
- ✓ read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- ✓ read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ re-read books to build up fluency and confidence

##### Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

###### The pupil can:

- ✓ listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ link what they read or hear to their own experiences
- ✓ become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ recognise and join in with predictable phrases with increased confidence
- ✓ recite by heart many rhymes and poems
- ✓ discuss word meanings and link new meanings to those already known

The pupil can understand both the books they can already read, as well as those they listen to.

###### The pupil can:

- ✓ draw on what they already know or on background information and vocabulary provided by the teacher
- ✓ check that the text makes sense to them as they read and correcting inaccurate reading
- ✓ discuss significant events in stories
- ✓ make inferences on the basis of what is being said and done
- ✓ predict what might happen on the basis of what has been read so far
- ✓ participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say

### Working at greater depth in Year 1

##### Word Reading

###### The pupil can:

- ✓ apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, most alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read words containing taught GPCs and -s, -es, -ed, -er and -est endings with increased speed and accuracy
- ✓ read aloud accurately books that are consistent with their developing phonic knowledge
- ✓ re-read books for speed and increased accuracy

##### Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

###### The pupil can:

- ✓ listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ appreciating rhymes and poems, and by reciting some by heart using appropriate expression and intonation to demonstrate understanding
- ✓ discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms)

The pupil can understand both the books they can already read, as well as those they listen to.

###### The pupil can:

- ✓ draw on what they already know or on background information and vocabulary
- ✓ make inferences on the basis of what is being said and done across the book and drawing on other books they have read
- ✓ predict what might happen on the basis of what has been read so far noting the words and phrases from the text to explain
- ✓ participate in discussion and explain accurately, what is read to them

### Reading Assessment Counts: Year 5

Name of pupil:

#### Working towards the expected standard

	A	B	C	D	E	F	Collection
<b>Word Reading</b>							
The pupil can:							
✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet							
<b>Comprehension</b>							
The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ read fiction, poetry, non-fiction and reference books or textbooks							
• read some books that are structured in different ways and read for a range of purposes							
• increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions							
• recommend some books that they have read to their peers, giving reasons for their choices							

### Greater Depth Counts: Year 4

#### Characteristics

##### The pupil:

- ✓ applies Year 4 learning in different contexts independently
- ✓ can capture, keep and develop ideas from quality texts and applies them in their writing
- ✓ has an enthusiasm for reading
- ✓ makes accurate and informed inferences across a range of texts, justifying their response with evidence
- ✓ makes accurate and informed predictions across a range of texts, justifying their response with evidence
- ✓ participates confidently in discussion about books, comparing and contrasting a range of texts and justifying their views with evidence
- ✓ has an awareness of the author's use of language and why an author has chosen particular and precise vocabulary
- ✓ has an understanding of different genres and can express a reasoned preference
- ✓ can empathise with characters
- ✓ can demonstrate an interest in new vocabulary

This document will aid teachers in gaining a deeper understanding of each standard within a year group and the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the identification of whole school priorities for improvement. Used as a moderation tool for all year groups (from Year 1 to Year 6), it will ensure consistency of judgement both within and across schools. **Shop online**

<https://literacycounts.co.uk/product-category/assessment-counts/>