



Swindon Academy

The best in everyone™

Part of United Learning

How We Teach Daily Supported Reading (DSR) at Swindon Academy

Updated September 2019

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. 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.

Aims

The aim of the programme is to:

- Dramatically increase the quantity of texts that beginner readers engage with enjoyably and independently every day.
- To ensure that all children make good progress by working with a trained adult in a small group every day.
- To establish a coherent approach to early reading instruction in KS1.
- For children to enjoy daily independent reading, increasing the quantity and challenge of texts across the year.

Assessment

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 accepted 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 children that are not moving will be highlighted to staff enabling them to focus on these children the following week.

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 	<ul style="list-style-type: none"> ✓ I like the way you pointed under each word ✓ I like the way you made it match/ went back 	<ul style="list-style-type: none"> ⇒ Nearly ⇒ Try that again. Make it match (you demonstrate) ⇒ Adult holds page and wait
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 	<ul style="list-style-type: none"> ✓ Good! You pointed under each word ✓ I like the way you made it match /went back 	<ul style="list-style-type: none"> ⇒ Nearly! ⇒ You try, then go back. Are you right? ⇒ 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 	<ul style="list-style-type: none"> ✓ I like the way you were listening to the story ✓ I like the way you went back to check ✓ Good! You used "eyes only" 	<ul style="list-style-type: none"> ⇒ Look at the picture and think what's going on ⇒ You try, then go back! Are you right? ⇒ 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 	<ul style="list-style-type: none"> ✓ Good! You know you can say it like that ✓ I liked the way you thought about what was happening in the story ✓ I liked the way you worked at the hard bit! 	<ul style="list-style-type: none"> ⇒ Go back and reread ⇒ Look at the picture and think! (What is happening in the story?) ⇒ 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 smooth. • Think about the story • Check the print. If something is wrong, then go back and reread 	<ul style="list-style-type: none"> ✓ You read fast and smooth on this page/ all the way through ✓ You were thinking about what was happening. That was good! ✓ I like the way you checked and reread 	<ul style="list-style-type: none"> ⇒ What do you know that will help? ⇒ Are you thinking about the story? ⇒ 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 either answer verbal or written questions on day 5.

	Day 1	Day 2	Day 3	Day 4	Day 5
Level 1-2	Story 1 <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 • Use grab bag • Build word with letters 	Story 1 <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 • Use grab bag • Build a sentence 	Story 1 <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 • Use grab bag • Build word with letters 	Story 1 <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 • Use grab bag • Build a sentence 	<ul style="list-style-type: none"> • Discuss both books • Verbal questions and then yellow extension card
Level 3-12	Story 1 <ul style="list-style-type: none"> • Story introduction and then read the story • Finger frame • Independent reading (adult to circulate and listen to each child read) 	Story 1 <ul style="list-style-type: none"> • Story introduction recap • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing 	Story 2 <ul style="list-style-type: none"> • Story introduction and then read the story • Finger frame • Independent reading (adult to circulate and listen to each child read) 	Story 2 <ul style="list-style-type: none"> • Story introduction recap • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing 	<ul style="list-style-type: none"> • Recap both books (Can children make any links between stories?) • Verbal questions

	<p>continuing reading until the adult signals to stop</p> <ul style="list-style-type: none"> • Use grab bag • Write word on Whiteboard 	<p>reading until the adult signals to stop</p> <ul style="list-style-type: none"> • Use grab bag • Build a sentence 	<p>continuing reading until the adult signals to stop</p> <ul style="list-style-type: none"> • Use grab bag • Write word on Whiteboard 	<p>reading until the adult signals to stop</p> <ul style="list-style-type: none"> • Use grab bag • Build a sentence 	<ul style="list-style-type: none"> • Yellow extension activity
12-16	<p>Story 1</p> <ul style="list-style-type: none"> • Story introduction then read book • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Use grab bag • Write word in book 	<p>Story 1</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 • Use grab bag • Write a sentence 	<p>Story 2</p> <ul style="list-style-type: none"> • Story introduction then read book • Finger frame • Independent reading (adult to circulate and listen to each child read) continuing reading until the adult signals to stop • Use grab bag • Write word in book 	<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 • Use grab bag • Write a sentence 	<ul style="list-style-type: none"> • Written questions in books to be stuck in. Children to choose from one of the stories they have read. • Children do not need to write in full sentences
17-21	<p>Story 1</p> <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 • Use grab bag 	<p>Story 1</p> <ul style="list-style-type: none"> • Recap Story so far. Read a new snippet from the book. Children the 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 • Use grab bag • Write a sentence 	<p>Story 2</p> <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 • Use grab bag 	<p>Story 1</p> <ul style="list-style-type: none"> • Recap Story so far. Read a new snippet from the book. Children the 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 • Use grab bag • Write a sentence 	<ul style="list-style-type: none"> • Written questions in books to be stuck in. Children to choose from one of the stories they have read. • Children do not need to write in full sentences
22+	<ul style="list-style-type: none"> • See individual scripts. Some books will be 2 				<ul style="list-style-type: none"> • Written questions in books to be

	days rotation which will follow the level 17-21 plan. <ul style="list-style-type: none"> • For longer books these will go over 4 days (Please speak to DSR lead if you are teaching these levels) 				stuck in. Children to choose from one of the stories they have read. <ul style="list-style-type: none"> • Children do not need to write in full sentences
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Non-Negotiables

At Swindon Academy we believe that children deserve the best education. 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
- Grab bags are out on the tables and adults use these daily to support independence and give clear and precise feedback to children on their reading
- While children are reading, the adults circulate around the group listening to them read
- Day 5 questions are stuck in books. Children do not need to answer in full sentences and only complete questions for their favourite book. Staff must know and have the answers to the questions
- Day 5 verbal questions must be discussed, and all children must have an opportunity to give their answers and reasons where appropriate
- Adults live mark to give instance feedback to children using the KS1 Marking Policy
- Adults check all resources are packed away at the end of the session.

Grab Bag

The grab bag is used daily with children when listening to them read and should be out on the table for everyone to see. They are verbal pointers that the adult uses to indicate to the children that what they have just read is not correct. The grab bag is intended to encourage the children to start self-checking their reading when it does not make sense without just giving them the answer.



Tracker Sheets

Tracker sheets are filled in weekly for the group staff work with and are submitted to the DSR lead. They are an important part of the ongoing assessment that we carry out at Swindon Academy. 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.

SUPPORTED READING ASSESSMENT SHEET 1

DATE: _____

GROUP LEADER: _____

CHILD'S NAME					

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
	High frequency words studied:						
							<i>Please can you look at...</i>
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							

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*.