

Introduction to



Shine Reading Skills is a reading comprehension intervention which is designed to give targeted support to pupils who need an extra boost in order to improve their skills in answering comprehension questions.

The key comprehension skills have been organised into three intervention focusses, called **Areas of Learning**, as follows:

Retrieval, Vocabulary and Inference

Each Area of Learning is made up of a group of relevant content domains from the National Curriculum Programme of Study (2014) for English, that are assessed in the English reading test:

- Retrieval:**

1b: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

1c: identify and explain the sequence of events in texts.

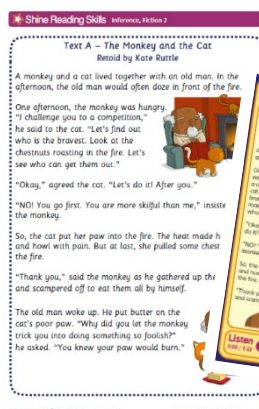
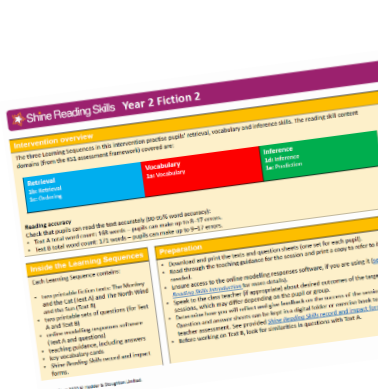
- Inference:**

1d: make inferences from the text.

1e: predict what might happen on the basis of what has been read so far.

- Vocabulary:**

1a: draw on knowledge of vocabulary to understand texts.



Shine Reading Skills: Record of Intervention			
Pupil name:		ADDT	
Pupil group:			
Date	Year	Intervention session	
15/01/20	Year 2	Session 1	1
15/01/20	Year 2	Session 2	2
Reading list	Target	Comments	Score
Read the text accurately (100% word accuracy)	100%		
Read the text accurately (90% word accuracy)	90%		
Read the text accurately (80% word accuracy)	80%		
Read the text accurately (70% word accuracy)	70%		
Read the text accurately (60% word accuracy)	60%		
Read the text accurately (50% word accuracy)	50%		
Read the text accurately (40% word accuracy)	40%		
Read the text accurately (30% word accuracy)	30%		
Read the text accurately (20% word accuracy)	20%		
Read the text accurately (10% word accuracy)	10%		
Read the text accurately (0% word accuracy)	0%		
Score	Total ACU	Comments and observations	Score

For the purposes of teaching, the interventions are divided into units of content, called **Learning Sequences**.

Shine Reading Skills is made up of 126 Learning Sequences, from Year 1/P1 to Year 6/P7.

Each year has a Learning Sequence related to the school terms, labelled 1, 2 and 3. All three terms have a fiction and a non-fiction text within the Learning Sequence, and the summer term (3) Learning Sequence also has a poetry text.

Year Group	Genre and Term	Area of Learning
Year 1/P2 – Year 6/P7	Fiction 1	Retrieval
		Vocabulary*
		Inference
	Non-Fiction 1	Retrieval
		Vocabulary*
		Inference
Year 1/P2 – Year 6/P7	Fiction 2	Retrieval
		Vocabulary
		Inference
	Non-Fiction 2	Retrieval
		Vocabulary
		Inference
Year 1/P2 – Year 6/P7	Fiction 3	Retrieval
		Vocabulary
		Inference
	Non-Fiction 3	Retrieval
		Vocabulary
		Inference
	Poetry 3	Retrieval
		Vocabulary
		Inference

*There isn't a Vocabulary Learning Sequence for NTS Year 1 Autumn as there no Vocabulary tagged questions in the corresponding test.

The Learning Sequences are labelled with a year group, text genre, term number and Area of Learning for example:

- Year 1, Fiction 1, Retrieval
- Year 2, Non-fiction 2, Inference
- Year 3, Poetry 3, Vocabulary

How do the Learning Sequences work?

Each Learning Sequences should be used to teach, practise and apply reading skills related to the three Areas of Learning (Retrieval, Vocabulary and Inference).

There is no expectation that any pupil will complete all three Learning Sequences relating to any text. However, if more than one Area of Learning is identified for a pupil, it is recommended that the Learning Sequences are completed in the order: Retrieval, Vocabulary, Inference.

You can choose how many of the termly Learning Sequences individual pupils complete. Some may need to focus only on non-fiction, others on fiction, or on poetry, while other pupils may need more than one.

Progression between Learning Sequences

There is a progression of difficulty in the texts and Learning Sequences aimed at pupils in Year 1/P2 and Year 2/P3 which reflects pupils' growing proficiency in reading. Within each term and intervention, the texts are well matched for difficulty.

In Year1/P2 all questions can be read aloud to the pupils and there is a progression in phonic demand when reading the texts:

Fiction 1 and Non-fiction 1: Book band Yellow/Blue	Fiction 2 and Non-fiction 2: Book band Yellow/Blue	Fiction 3, Non-fiction 3 and Poetry 3: Book band Green /Orange
Phonics: Phase 3 and 4 Pupils should be able to: <ul style="list-style-type: none"> Respond speedily with the correct sound to one common grapheme for all 40+ phonemes Read words which include adjacent consonants Read some common exception words 	Phonics: Early Phase 5 Pupils should be able to: <ul style="list-style-type: none"> Respond speedily with the correct sound to at least one common grapheme for all 40+ phonemes Read words with-s, -ing and simple -ed endings 	Phonics: Phase 5 Pupils should be able to: <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including common alternative representations and pronunciations of graphemes Read words of more than one syllable

In Year2/P3 pupils are expected to work with more independence, and there is a gradual progression in reading stamina and text complexity.

Fiction 1 and Non-fiction 1: Book band Orange/Turquoise	Fiction 2 and Non-fiction 2: Book band Turquoise/Purple	Fiction 3, Non-fiction 3 and Poetry 3: Book band Purple/Gold
Phonics: Phase 5 and 6 <ul style="list-style-type: none"> Text around 150 – 175 words Questions interleaved between each section of text Illustrations provide less support 	Phonics: Phase 5 and 6 <ul style="list-style-type: none"> Text around 150 – 200 words Text followed by questions Illustrations are largely decorative 	Phonics: Phase 6 <ul style="list-style-type: none"> Text around 150 – 200 words Text followed by questions More demanding vocabulary and sentence structures

What's in a Learning Sequence?

Each Learning Sequence is self-contained and can be completed either online or on paper. It includes:

- A Prepare, Do, Review (PDR) document which introduces the Learning Sequence
- Printable copies of two texts: Text A and Text B, complete with questions
- Option to complete Text A with the online modelling responses software
- Teaching guidance, including key strategies to practise, as well as answers to questions
- Key vocabulary cards
- Printable record and impact of intervention forms

Prepare, Do, Review

A Prepare, Do, Review Document (PDR) accompanies each of the Learning Sequences and includes the following information:

- Prepare: Planning and preparing for the intervention
- Do: Introducing the texts and teaching each Learning Sequence
- Review: Rehearsing key skills; reinforcing new vocabulary and reviewing next steps.

Shine Reading Skills Year 2 Fiction 2					
<p>Intervention overview</p> <p>The three Learning Sequences in this intervention practice pupils' retrieval, vocabulary and inference skills. The reading skill content domains (from the KS2 assessment framework) covered are:</p> <table border="1"> <tr> <td>Retrieval - Ask questions - Find answers</td> <td>Vocabulary - Find vocabulary</td> <td>Inference - Ask questions - Find answers</td> </tr> </table> <p>Reading accuracy</p> <p>Check that pupils can read the text accurately (90-100% word accuracy):</p> <ul style="list-style-type: none"> • Text A total word count: 168 words – pupils can make up to 8-17 errors. • Text B total word count: 172 words – pupils can make up to 8-17 errors. <p>Inside the Learning Sequences</p> <p>Each Learning Sequence contains:</p> <ul style="list-style-type: none"> • Two printable fiction texts: The Monkey and the Cat (Text A) and The North Wind and the Sun (Text B) • One printable set of questions (for Text A and Text B) • Online modelling responses software (Text A and questions) • Teaching guidance, including answers • Key vocabulary cards • Online reading skills record and impact forms. <p>Preparation</p> <ul style="list-style-type: none"> • Download and print the texts and question sheets (one set for each pupil). • Read through the teaching guidance for the session and print a copy to refer to if needed. • Ensure access to the online modelling responses software, if you are using it (see above). • Speak to the class teacher if appropriate about desired outcomes of the targeted sessions, which may differ depending on the pupil or group. • Determine how you will collect and give feedback on the success of the session. Questions and answer sheets can be kept in a digital folder or used as a back to support teacher assessment. See provided class discussion skills record and impact forms when. • Before working on Text B, look for similarities in questions with Text A. 			Retrieval - Ask questions - Find answers	Vocabulary - Find vocabulary	Inference - Ask questions - Find answers
Retrieval - Ask questions - Find answers	Vocabulary - Find vocabulary	Inference - Ask questions - Find answers			
<p>PREPARE</p>	<p>Suggested timetable</p> <p>The suggested timetable for each Learning Sequence is two weekly sessions prior to the next assessment opportunity. The first session (using Text A) is for the adult to model how to interpret the questions and find answers in the text. The second session (using Text B) is for the adult to closely monitor the pupils as they tackle the questions independently, therefore:</p> <ul style="list-style-type: none"> • Session 1 – Modelled Responses: Text A and questions (20-25 minutes). • Session 2 – Supported Independent Practice: Text B and questions (20-25 minutes). <p>Each session has an approximately 10-minute text A and Text B. There are close parallels in genre and text difficulty between the two texts.</p> <p>Some pupils may need to work on more than one Learning Sequence for each text, in which case the sessions should be spread across more days. If you plan to complete more than one Learning Sequence, ensure the retrieval questions are completed before the vocabulary and inference questions.</p>	<p>Teacher guidance</p> <ul style="list-style-type: none"> • The teaching guidance should be followed throughout each session with particular attention given to the 'Text A pupils use' column which identifies key skills. • Work together to answer the questions. Use the modelled responses/teacher approach described on the teaching guidance pages. Note pupils who need more encouragement and support. • If any pupils can read the text independently, encourage them to do so. If some pupils need to have the text read before they answer the questions, read it aloud with them (as it is the online modelling responses software, play the audio). • Watch while the pupils think about the questions. • Be aware if pupils are struggling to decode the words. • Reading the whole text from the beginning with them just using memory and not reading the text to check their answers. <p>Introducing the texts</p> <p>The same pair of texts is used for the three Areas of Learning: retrieval, vocabulary, and inference. If pupils have already completed a previous Learning Sequence using these texts, ask them to read each text aloud to a partner, then recap them, using the suggestions in the teaching guidance.</p> <p>Text A: Introduce the model text, The Monkey and the Cat.</p> <ul style="list-style-type: none"> • Introduce the idea of a fable which generally has a moral. • Notice familiar fables such as the tortoise and the hare. • Can pupils tell you what the moral of that story is? <p>Text B: Introduce the practice text, The North Wind and the Sun.</p> <ul style="list-style-type: none"> • Discuss familiar fables such as the tortoise and the hare. • Can pupils tell you what the moral of that story is? 			
	<p>DO</p>	<p>Answers</p> <p>The answers for the questions are on the teaching guidance pages. After pupils have completed the work in each session, discuss the answers they gave to the questions. Include questions they gave correct answers to, as well as those they found more difficult. Ask:</p> <ul style="list-style-type: none"> • who did you give that answer to? • can you find the place in the text that tells you the answer? <p>Be sure to make notes of pupils' marks and anything that they found difficult. Use the Shine Reading Skills record and impact forms to record feedback and monitor progress for an individual pupil or small group. Save and print as many as you need per Learning Sequence.</p>			
	<p>Skills Practised – Retrieval</p> <p>By the end of this Learning Sequence, pupils will have practised the following:</p> <ul style="list-style-type: none"> • Recall the text well enough to decide where in the text to look for the answer. • Read the question carefully to identify given information. • Find answers even when there is no specific word in the question to act as a prompt. • Make notes in the text to confirm the overall meaning. • Compare answers to model answers. 	<p>Skills Practised – Vocabulary</p> <p>By the end of this Learning Sequence, pupils will have practised the following:</p> <ul style="list-style-type: none"> • Scan the text efficiently. • Make links with similar, related vocabulary. • Find evidence in the text to clarify meaning. • Use a replacement strategy to check if the word is a synonym. • Scan the text for speech marks to identify dialogue. • Recognise the meaning of more specific vocabulary. 	<p>Skills Practised – Inference</p> <p>By the end of this Learning Sequence, pupils will have practised the following:</p> <ul style="list-style-type: none"> • Recall the text to decide where to look for the answer. • Scan the text for key words. • Carefully read the relevant section to understand context. • Make links between events in the text and their own experience. • Make a prediction based on what they had read. 		

Text A and Text B: questions and teaching guidance

Each Learning Sequence takes place over two sessions: the first session (using Text A) is for the adult to model how to interpret the questions and find answers in the text. The second session (using Text B) is for the adult to closely monitor the pupils as they tackle the questions independently. Within each Learning Sequence, the structure of Text B mirrors that of Text A. All the questions relating to Text B have been rehearsed through matching questions relating to Text A. The wording and layout of the questions also reflects those frequently used in tests so that pupils become familiar with the vocabulary of test questions.

- **Text A:** this is intended as a modelling activity to be led by an adult. Pupils make progress by:
 - reading the text together
 - working in a group to discuss questions
 - practising appropriate reading strategies
 - composing and agreeing answers.
- **Text B:** this is intended as a more independent activity, where pupils practise using the skills in the context of a supported group.

For each Learning Sequence, there are separate sets of questions, each covering one Area of Learning: Retrieval, Vocabulary or Inference.

Shine Reading Skills Inference, Fiction 2

Text A – The Monkey and the Cat
Retold by Kate Ruttle

A monkey and a cat lived together with an old man. In the afternoon, the old man would often doze in front of the fire.

One afternoon, the monkey was hungry. "I challenge you to a competition," he said to the cat. "Let's find out who is the bravest. Look at the chestnuts roasting in the fire. Let's see who can get them out."



"Okay," agreed the cat. "Let's do it! After you."

"NO! You go first. You are more skilful than me," insisted the monkey.

So, the cat put her paw into the fire. The heat made her gasp and howl with pain. But at last, she pulled some chestnuts from the fire.

"Thank you," said the monkey as he gathered up the chestnuts and scampered off to eat them all by himself.

The old man woke up. He put butter on the cat's poor paw. "Why did you let the monkey trick you into doing something so foolish?" he asked. "You knew your paw would burn."

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Shine Reading Skills Inference, Fiction 2

Text B – The North Wind and the Sun
Retold by Kate Ruttle

The North Wind was bored. "I challenge you to a competition," he said to the Sun. "Let's find out who is the strongest."

"How will we know?" asked the Sun. "I can't bluster like you and you can't beam like me."

"Look down there," replied the North Wind.



"See the traveller in his thick woollen cloak? Let's see who can get it off him."

"Okay," agreed the Sun. "Let's do it! Shall I start?"

"NO! I'm going first," insisted the North Wind. "It won't take me long."

So, the North Wind blew. He blew with all his might. But the stronger he blew, the tighter the traveller held the cloak around his neck. The North Wind blew until he was exhausted, but still, the traveller had his coat on.

Then the Sun started to shine. She shone gently. As he warmed up, the traveller took off his cloak and smiled up at the Sun. "See," said the Sun to the North Wind. "Sometimes, being strong is the same as being gentle."

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Online modelling responses software

The software can be used to complete the Text A Learning Sequences. It can be used with a large group, on an interactive whiteboard, or with smaller groups and individual pupils on desktops and handheld devices.

Click on the link to the software to open it in your browser. The modelling software will open a 'Home' screen showing the text. You can either read the text aloud, ask pupils to read it, or click on the 'play' button to play the accompanying audio. Using the teaching guidance, you can demonstrate approaches to the text by discussing it with the pupils and asking questions.

Home Retrieval Vocabulary Inference ? Shine Reading Skills

The Monkey and the Cat
Retold by Kate Ruttle

A monkey and a cat lived together with an old man. In the afternoon, the old man would often doze in front of the fire.

One afternoon, the monkey was hungry. "I challenge you to a competition," he said to the cat. "Let's find out who is the bravest. Look at the chestnuts roasting in the fire. Let's see who can get them out."

"Okay," agreed the cat. "Let's do it! After you."

"NO! You go first. You are more skilful than me," insisted the monkey.

So, the cat put her paw into the fire. The heat made her gasp and howl with pain. But at last, she pulled some chestnuts from the fire.

"Thank you," said the monkey as he gathered up the chestnuts and scampered off to eat them all by himself.

The old man woke up. He put butter on the cat's poor paw. "Why did you let the monkey trick you into doing something so foolish?" he asked. "You knew your paw would burn."

Read or listen to the text then choose an Area of Learning using the tabs at the top.

Listen 0:00 / 1:31

Home Retrieval Vocabulary Inference ? Shine Reading Skills

The Monkey and the Cat
Retold by Kate Ruttle

A monkey and a cat lived together with an old man. In the afternoon, the old man would often doze in front of the fire.

One afternoon, the monkey was hungry. "I challenge you to a competition," he said to the cat. "Let's find out who is the bravest. Look at the chestnuts roasting in the fire. Let's see who can get them out."

"Okay," agreed the cat. "Let's do it! After you."

"NO! You go first. You are more skilful than me," insisted the monkey.

So, the cat put her paw into the fire. The heat made her gasp and howl with pain. But at last, she pulled some chestnuts from the fire.

"Thank you," said the monkey as he gathered up the chestnuts and scampered off to eat them all by himself.

The old man woke up. He put butter on the cat's poor paw. "Why did you let the monkey trick you into doing something so foolish?" he asked. "You knew your paw would burn."

Back to the list of questions

1. Who lived with the old man in his house?

List two characters.

a) _____

b) _____

1 Mark

Before you answer the question, first highlight evidence in the text.

Then save it. When you are ready, press **Answer** to use your evidence to help you choose the correct answer.

Clear all highlights

Save your evidence

Answer

Listen 0:00 / 1:31

Across the top of the screen you will find tabs for the three Areas of Learning: Retrieval, Vocabulary and Inference. Clicking on these will show the questions alongside the text. To view each question, click on it to expand the question text. Use the teaching guidance to work through the question with pupils, highlighting evidence in the text using the different coloured highlighting tools. Click 'Save your evidence' to save your highlighted text to the answer screen.

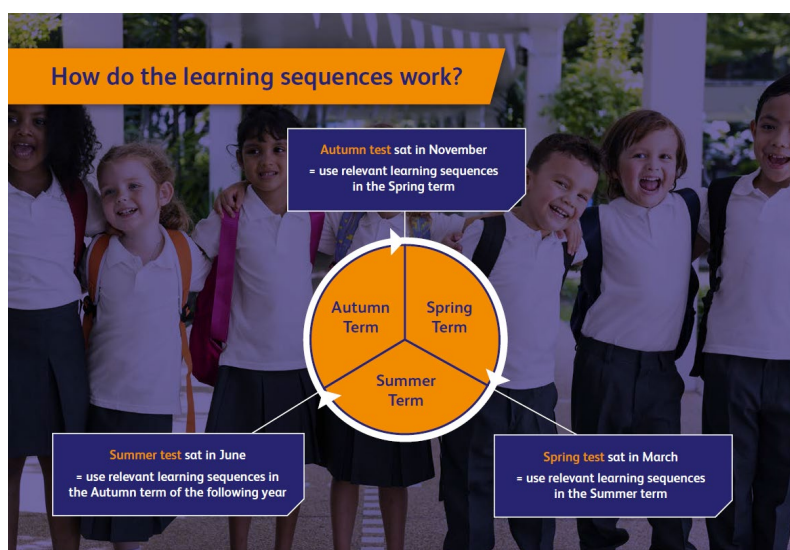
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text, and use this to inform your answer. Answer the question by clicking or typing, and then compare your answer to the model answer.



Ways to use *Shine Reading Skills*

You are likely to want to complete the interventions after assessment, so either towards the end of a term or at the beginning of the next term. The expectation is that:

- Learning Sequence 1 will follow the Autumn Term Assessment and be completed prior to the Spring Term assessment
- Learning Sequence 2 will follow the Spring term Assessment and be completed prior to the Summer Term assessment and
- Learning Sequence 3 will follow the Summer term Assessment and be completed prior to the next year's Autumn Term assessment.



Each Learning Sequence is intended to be taught over two sessions. It is likely that each session will take around 20 minutes, depending on the attention spans of the pupils.

- The first session will be working together as a group on Text A and its questions
- The second session will be with pupils working more independently on Text B and its questions.

Shine Reading Skills is intended to provide Learning Sequences to support teachers in addressing gaps in learning identified through PiRA and NTS formal tests. It is deliberately designed to offer teachers the maximum flexibility to intervene precisely and effectively. For instance:

- **Following a termly standardised assessment.** The Learning Sequences were written to support pupils who take the standardised termly tests, PiRA and NTS. In this instance, the test will have produced for you an analysis of which Learning Sequences are suggested for each child.

Once the Learning Sequence resources have been downloaded, you will also be able to use Shine in the following ways:

- **If pupils have taken a different test,** your own analysis of their answers and areas of weakness will help you to decide which Learning Sequences are appropriate.
- **Following observations in guided/independent reading sessions.** The Learning Sequences can be used to support groups and individuals who you have observed to be struggling during a reading session.
- **Following extended absence from school.** Pupils who have been absent from school following illness, holidays or school closure can benefit from intensive, targeted support.
- **Before introducing a class focus on an area of reading comprehension.** Some pupils will benefit from pre-teaching and developing strategies before you move on to a class focus on developing specific reading skills.
- **At the start of a new school year.** You may be using this product at the beginning of the Autumn term. In this case, you may wish to use the term 3 Learning Sequence from the previous year group to support children who are struggling with the transition to your year group.

A note for pupils who need further support

Shine Reading Skills is intended to be used as a booster intervention for pupils who need targeted comprehension intervention, not for those who need more substantial reading support. For pupils who need more support, we recommend additional guided and individual reading using the comprehension questions accompanying a structured resource such as *Rising Stars Reading Planet* and/or *Cracking Comprehension*.

Vocabulary Cards

Each Vocabulary Learning Sequence introduces words which pupils are challenged to identify or define. These words are listed on the Prepare, Do, Review pages. Most of those words are also reproduced as Vocabulary Cards for further vocabulary practice. Some words are not included because they are expressions or phrases which are specific to the text in which they arise.

doze	roasting
insisted	scampered
howl	gasp

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competition	contest
beam	insisted
exhausted	gently

Acquiring new vocabulary

When pupils match a word in a Comprehension question to a word in a text this does not automatically mean they have acquired knowledge of that word and would be able to provide a definition for that word if they subsequently came across when reading. In order for pupils to have mastery of new vocabulary they need to meet the word several times, in various contexts and have had the opportunity to put the word's meaning in their own words. For this reason, it is very beneficial if pupils completing the Vocabulary Area of Learning have further opportunities to revisit the Vocabulary of the session where they can explain the word and give examples of its use. A **10 minute weekly revision group focussing on Vocabulary** will pay dividends in extending pupils' vocabulary and building their reading confidence.

Ideas for Vocabulary activities in a 10 minute revision session

There are a variety of ways the Vocabulary cards can be used to help extend pupils' range of vocabulary.

1. The Vocabulary cards linked to the most recent session are placed face up on the table. The adult gives a definition for one of the words and challenges a pupil in the group to pick up the card which matches that definition.
2. The adult holds up each card in turn and asks a pupil to give a definition of that word.
3. The adult holds up each card in turn and asks a pupil to use the word in a sentence.
4. The adult places one card face up on the table. Then the adult goes around the group asking pupils to supply words that link with the word on the card. The adult should write each of these words on a whiteboard. For example, with the word *deliver*. Pupil 1 could say: *delivers*. Pupil 2 could say: *delivering*. Pupil 4 could say: *delivered*. Pupils 5 could say: *delivery*. Once pupils are familiar with this word building game, they could take on the role of writing the additional words on the whiteboard.

Vocabulary words and spelling

The vocabulary questions in the texts focus on words that are intended to widen pupils' vocabulary so it's perfectly possible that the words may be unfamiliar to pupils. For this reason, as suggested above, the words should be revisited with the adult to further familiarise pupils with them. The words are not intended to be words for pupils to practise as spellings. Some pupils may acquire spelling knowledge of the words through the games and activities listed above but generally the words are likely to be beyond the spelling capability of most pupils completing the Vocabulary Area of Learning. Pupils, like adults, can read and understand far more words than they can confidently spell, so the words on the Vocabulary Cards are not going to be the most appropriate words for

these pupils to learn to spell. It would be more beneficial for pupils to work at acquiring the spelling of easier more commonly used words.

Organising Groups

Groups of 3–4 pupils are likely to be most effective in meeting individual needs and are most likely to result in the desirable impact.

The Grouped Intervention Report will have identified groups of pupils who may benefit from each of the Learning Sequences. The *Shine* reports uses a simple algorithm to group and identify pupils who made more errors in an Area of Learning than 50%+ of pupils in the cohort of pupils whose results were used to standardise the tests. In this way, it identifies pupils whose performance is in the bottom 40–50% of each cohort.

Note that the *Shine* reports do not identify a lower limit for pupils to achieve so you will need to look at each pupils' scores. Those who score 0 points, or very few points, in any Area of Learning may need a more substantial intervention. These pupils are highlighted on the report with an asterisk.

If a large number of pupils is identified, you may want to subdivide them into smaller groups according to their scores so that the pupils in each group are working at a similar level. Alternatively, a larger group can be taught using Session 1: Text A, and then divided into smaller groups for Session 2: Text B. This can be done by identifying pupils who are able to work independently on the questions, and smaller groups who will need additional support from a TA.

The roles of the teacher and teaching assistant

Class Teacher

If interventions are to have impact, the class teacher needs to be involved and take responsibility for the outcome. The class teacher will need to:

- decide which Learning Sequence(s) is/are most appropriate for each pupil (fiction, non-fiction or poetry) based on the Individual Intervention Report
- consider the composition of groups based on the Grouped Intervention Report
- set targets for individuals (see Impact of Intervention form below)
- ensure time is set aside for preparation and record keeping, as well feedback and discussion with the Teaching Assistant
- provide information for SENDCO/SLT on the impact of interventions.

Teaching Assistant

It is likely that Teaching Assistants will deliver the majority of the intervention sessions. They will need to:

- familiarise themselves with the expectation of the intervention prior to the first session
- prepare each session (as explained on the PDR document)
- observe each pupil and make notes (see Record of Intervention form below) as well as giving oral feedback to the teacher
- model the reading strategies, as explained in the teaching guidance pages
- mark the activities with the pupils and discuss how answers could be improved.

Using the record and impact forms

Two record and impact forms are provided to help you to keep track of the interventions and to monitor impact.

There is a separate Record of Intervention form for the Learning Sequences in Y1/P2 and those in Y2/P3, reflecting the swift development of reading skills and strategies during these years.

Impact of Intervention

This form can be used to track pupils' involvement and attainment with the different Learning Sequences over time. One form can be used to record all three Areas of Learning. The same printable form can be used to track progress using *Shine Reading Skills* interventions throughout the school.

The teacher can record:

- the assessment (if appropriate) that prompted the intervention and the pupil's mark in that assessment
- which Learning Sequence(s) the pupil engaged with
- the pupil's attainment in each of the Learning Sequences.

Shine Reading Skills: Impact of Intervention

Pupil name: _____ Year group: _____ D.O.B.: _____
 (Print name only) SAL ID: _____ Pupil ID: _____ Pupil ID number: _____

Date: _____ Term: _____

Area of Learning	Intervention	Start of term	End of term	Frequency	Attainment	Comments
Text A	Intervention					
	Text B					
	Text C					
Text B	Intervention					
	Text A					
	Text C					
Text C	Intervention					
	Text A					
	Text B					

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Record of Intervention – individual

Before the intervention, the teacher should identify target skills for individual pupils from the 'Reading skills checklist' using the 'target skills' tick column.

The teaching assistant can then:

- make a brief comment on pupils' performance, using the target skills for guidance
- make a quick assessment of pupils' reading skills by ticking, crossing or making brief notes (guidance is given on the PDR documents to show how many errors constitute 90-95% accuracy)
- record how many of the questions for Text B the pupil answered correctly when working independently
- use the 'Skills Practised' statements in the Review section of the PDR to assess pupil learning.

Shine Reading Skills: Record of Intervention

Pupil name: _____ Year group: _____
 (Print name only) SAL ID: _____ Pupil ID: _____ Pupil ID number: _____

Date: _____ Term: _____ Intervention number: _____

Area of Learning	Intervention	Start of term	End of term	Frequency	Attainment	Comments
Text A	Intervention					
	Text B					
	Text C					
Text B	Intervention					
	Text A					
	Text C					
Text C	Intervention					
	Text A					
	Text B					

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Record of Intervention – grouped

The ‘Record of Intervention – grouped’ form can be used to record scores and evidence from the intervention for a group of pupils who are doing the same Learning Sequence. Further rows can be added as required for larger groups of pupils.

The teacher or teaching assistant can use it to:

- record each pupils’ score for the modelled session, using text A and then for the practise session, using Text B
- note any areas of difficulty for each pupil within both sessions
- record evidence of progression for each pupil within both sessions
- make a note of next steps required i.e. whether: responses and marks indicate secure knowledge and understanding of the reading skill, further modelling or re-teaching is required, or further intervention is necessary

Shine Reading Skills Record of Intervention – grouped

Learning Sequence: _____ TA: _____
 Teacher: _____
 Class: _____

Area of Learning	Date	Text A (Modelled)	Date	Text B (Independent)	Next steps
Children in group		Write notes of difficulty or evidence of progress in session – text A only		Write notes of difficulty or evidence of progress in session – text B only	

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Introduction to

Shine Reading Skills

Shine Reading Skills is a reading comprehension intervention which is designed to give targeted support to pupils who need an extra boost in order to improve their skills in answering comprehension questions.

The key comprehension skills have been organised into three intervention focusses, called **Areas of Learning**, as follows:

Retrieval, Vocabulary and Inference

Each Area of Learning is made up of a group of relevant content domains from the National Curriculum Programme of Study (2014) for English, that are assessed in the English reading test:

- Retrieval:**
 - 2b:** retrieve and record information/identify key details from fiction and non-fiction.
 - 2c:** summarise main ideas from more than one paragraph.
 - 2f:** Identify/explain how information/narrative content is related and contributes to meaning as a whole
 - 2h:** Make comparisons within the text
- Inference:**
 - 2d:** make inferences from the text / explain and justify inferences with evidence from the text.
 - 2e:** predict what might happen from details stated and implied
- Vocabulary:**
 - 2a:** give/ explain the meaning of words in context
 - 2g:** Identify/explain how meaning is enhanced through choice of words and phrases

The image shows three sample pages from the Shine Reading Skills intervention materials. The left page is a 'Shine Reading Skills Year 5 Fiction 2' overview page with a color-coded table of contents. The middle page is a 'Shine Reading Skills Year 5 Fiction 2' text page with a 'Read or listen to the text then choose an Area of Learning using the tabs at the top.' instruction. The right page is a 'Shine Reading Skills Year 5 Fiction 2' record of intervention page with a table for recording progress.

For the purposes of teaching, the interventions are divided into units of content, called **Learning Sequences**.

Shine Reading Skills is made up of 126 Learning Sequences, from Year 1/P1 to Year 6/P7.

Each year has a Learning Sequence related to the school terms, labelled 1, 2 and 3. All three terms have a fiction and a non-fiction text within the Learning Sequence, and the summer term (3) Learning Sequence also has a poetry text.

Year Group	Genre and Term	Area of Learning
Year 1/P2 – Year 6/P7	Fiction 1	Retrieval
		Vocabulary
		Inference
	Non-Fiction 1	Retrieval
		Vocabulary
		Inference
Year 1/P2 – Year 6/P7	Fiction 2	Retrieval
		Vocabulary
		Inference
	Non-Fiction 2	Retrieval
		Vocabulary
		Inference
Year 1/P2 – Year 6/P7	Fiction 3	Retrieval
		Vocabulary
		Inference
	Non-Fiction 3	Retrieval
		Vocabulary
		Inference
	Poetry 3	Retrieval
		Vocabulary
		Inference

The Learning Sequences are labelled with a year group, text genre, term number and Area of Learning for example:

- Year 4, Fiction 1, Retrieval
- Year 5, Non-fiction 2, Inference
- Year 6, Poetry 3, Vocabulary

How do the Learning Sequences work?

Each Learning Sequences should be used to teach, practise and apply reading skills related to the three Areas of Learning (Retrieval, Vocabulary and Inference).

There is no expectation that any pupil will complete all three Learning Sequences relating to any text. However, if more than one Area of Learning is identified for a pupil, it is recommended that the Learning Sequences are completed in the order: Retrieval, Vocabulary, Inference.

You can choose how many of the termly Learning Sequences individual pupils complete. Some may need to focus only on non-fiction, others on fiction, or on poetry, while other pupils may need more than one.

Progression between Learning Sequences

There is a progression of difficulty in the texts and Learning Sequences aimed at pupils in Year 3/P4, Year 4/P5, Year 5/P6 and Year 6/P7 which reflects pupils' growing proficiency in reading. Within each term and intervention, the texts are well matched for difficulty.

Pupils are expected to work with more independence, and there is a gradual progression in reading stamina and text complexity.

Progression of difficulty can also be found in:

- the increasing number of questions within each year group
- the types of questions in each year group e.g. more questions requiring longer written answers than multiple choice questions, more interpretation of opinion than of fact
- the increase in reading stamina required to read a text

Year 3	Fiction 1 and Non-fiction 1: Book band Gold/White	Fiction 2 and Non-fiction 2: Book band White	Fiction 3, Non-fiction 3 and Poetry 3: Book band White/Stars
Year 4	Fiction 1 and Non-fiction 1: Book band Stars	Fiction 2 and Non-fiction 2: Book band Stars/Mercury	Fiction 3, Non-fiction 3 and Poetry 3: Book band Mercury
Year 5	Fiction 1 and Non-fiction 1: Book band Venus/Earth	Fiction 2 and Non-fiction 2: Book band Earth	Fiction 3, Non-fiction 3 and Poetry 3: Book band Mars/Jupiter
Year 6	Fiction 1 and Non-fiction 1: Book band Jupiter	Fiction 2 and Non-fiction 2: Book band Jupiter	Fiction 3, Non-fiction 3 and Poetry 3: Book band Saturn

What's in a Learning Sequence?

Each Learning Sequence is self-contained and can be completed either online or on paper. It includes:

- A Prepare, Do, Review (PDR) document which introduces the Learning Sequence
- Printable copies of two texts: Text A and Text B, complete with questions
- Option to complete Text A with the online modelling responses software
- Teaching guidance, including key strategies to practise, as well as answers to questions
- Key vocabulary cards
- Printable record and impact of intervention forms

Prepare, Do, Review

A Prepare, Do, Review Document (PDR) accompanies each of the Learning Sequences and includes the following information:

- Prepare: Planning and preparing for the intervention
- Do: Introducing the texts and teaching each Learning Sequence
- Review: Rehearsing key skills; reinforcing new vocabulary and reviewing next steps.

Shine Reading Skills Year 5 Fiction 2

Intervention overview

The three Learning Sequences in this intervention practice pupil retrieval, vocabulary and inference skills. The reading skill content domains (from the KS2 assessment framework) covered are:

Retrieval	Vocabulary	Inference
2b: Comprehension	2b: Vocabulary	2b: Inference
3c: Summary	3c: Vocabulary	3c: Inference
3d: Comprehension	3d: Vocabulary	3d: Inference

Reading accuracy

Check that pupils can read the text with 90-95% word accuracy.

- Text A total word count: 340 words – pupils can make up to 3–10 errors reading up to: “...a boat cold”
- Text B total word count: 370 words – pupils can make up to 5–10 errors reading up to: “Any, who knows?”

If more errors are made, than the text may be too difficult. Ask for an earlier, less complex text for more appropriate.

Inside the Learning Sequences

Each Learning Sequence includes:

- Two printable fiction texts: A (up to the VET (Text A) and A Day in the Garden (Text B))
- Two printable sets of questions for Text A and Text B
- Online modelling responses software (Text A and Text B)
- Teaching guidance, including answers
- Key vocabulary cards
- Shine Reading Skills record and impact forms

Preparation

- Download and print the text and question sheets (one set for each pupil)
- Read through the teaching guidance for the session and print a copy to refer to if needed
- Ensure access to the online modelling responses software, if you are using it (see [Shine Reading Skills](#) for more details)
- Speak to the class teacher (if appropriate) about desired outcomes of the targeted reading skills intervention for the pupils in your group
- Intensive home you will reflect and give feedback on the success of the session
- Questions and answer sheets can be kept in a digital folder or written book to support teacher assessment. See provided [Shine Reading Skills record and impact forms](#) also
- Before working on Text B, look for similarities in questions with Text A

PREPARE

Shine Reading Skills Year 5 Fiction 2

Suggested timetable

The suggested timetable for each Learning Sequence is that weekly sessions prior to the next assessment opportunity. The first session (using Text A) is for the adult to model how to interpret the questions and find answers in the text. The second session (using Text B) is for the adult to closely monitor the pupils as they tackle the questions independently. Hereafter:

- Session 1: Modelled responses: Text A and questions (20-25 minutes)
- Session 2: Supported independent practice: Text B and questions (20-25 minutes)

Each session has an appropriately timed text (Text A and Text B). There are three parallel texts given and text difficulty between the two texts.

Some pupils may need to work on more than one Learning Sequence for each text, in which case the sessions should be spread across more days. If you plan to complete more than one Learning Sequence, ensure the related questions are completed before the vocabulary and inference questions.

Teacher guidance

- The teaching guidance should be followed throughout each session with particular attention given to the three points and columns which describe key skills
- Work together to answer the questions. Use the modelled responses approach described on the teaching guidance page. Note pupils who need more encouragement and support
- If you think pupils can read the text independently, encourage them to do so. If some pupils need to hear the text once before they answer the questions, read it aloud with them (see if using the online modelling responses software, play the audio)
- Watch what the pupils think about the questions
- Be aware of pupils who are:
 - Struggling to decode the words
 - Reading the whole text from the beginning each time
 - Just using memory and not reading the text to find their answers

Introducing the texts

The same pair of texts is used for the three areas of learning (retrieval, vocabulary, and inference). If pupils have already completed a previous Learning Sequence using these texts, ask them to read each text aloud to a partner. Then, assign them using the suggestions in the teaching guidance.

Text A: Introduce the model text, A Trip to the Vet, to the pupils

- Have they ever looked after a pet for someone else?
- How did they find it? What happened?
- How did they feel about it? What did they think?
- What do they think might happen when the boy takes his neighbour's cat to the vet?

Text B: Introduce the practice text, A Day in the Garden, to the pupils

- Have they ever had a string dog in their garden or outside their house?
- What did they do?
- How would they describe a dog to walk with them, if it did not have a collar and you did not have a lead?
- Would it be scary? How would they feel?

Answers

The answers for the questions are on the teaching guidance pages. After pupils have completed the work in each session, discuss the answers. This goes to the questions. Include questions they gave correct answers to, as well as those they found more difficult. Ask:

- Why did you give that answer?
- Can you find the place in the text that tells you the answer?

Be sure to make notes of pupils' words and anything that they found difficult. Use the [Shine Reading Skills record and impact forms](#) to record feedback and monitor progress for an individual pupil or small group. Save and print as many as you need per Learning Sequence.

Skills Practised - Retrieval

By the end of this Learning Sequence, pupils will have practised the following:

- Scan efficiently without re-reading the whole text
- Re-read purposefully, looking for information
- Underline key points in the question
- Have a good enough recall of the text to suggest an answer
- Use their own experiences to help answer the question
- Use strategies to check that an answer makes sense

Skills Practised - Vocabulary

By the end of this Learning Sequence, pupils will have practised the following:

- Scan the text to find the focus paragraph and word
- Use existing knowledge of vocabulary to answer a question
- Use the context of a word to work out its meaning
- Find and copy a word accurately from the text
- Use strategies to check that an answer makes sense

Skills Practised - Inference

By the end of this Learning Sequence, pupils will have practised the following:

- Read the text well enough to suggest where an answer might be
- Carefully re-read the relevant section of the text to find the answer
- Use their own experience to help answer the question
- Understand that inference requires looking for clues in the text
- Understand the difference between fact and opinion

REVIEW

Text A and Text B: questions and teaching guidance

Each Learning Sequence takes place over two sessions: the first session (using Text A) is for the adult to model how to interpret the questions and find answers in the text. The second session (using Text B) is for the adult to closely monitor the pupils as they tackle the questions independently. Within each Learning Sequence, the structure of Text B mirrors that of Text A. All the questions relating to Text B have been rehearsed through matching questions relating to Text A. The wording and layout of the questions also reflects those frequently used in tests so that pupils become familiar with the vocabulary of test questions.

- **Text A:** this is intended as a modelling activity to be led by an adult. Pupils make progress by:
 - reading the text together
 - working in a group to discuss questions
 - practising appropriate reading strategies
 - composing and agreeing answers.
- **Text B:** this is intended as a more independent activity, where pupils practise using the skills in the context of a supported group.

For each Learning Sequence, there are separate sets of questions, each covering one Area of Learning: Retrieval, Vocabulary or Inference.

Shine Reading Skills Inference, Fiction 2

Text A - A Trip to the Vet
by Dee Reid

Slam Dunk was the best basketball game ever. I was about to get my highest score when...

"Max!"

My mum was standing over me and shouting my name. As I put down the controller, I heard the whistle go for full time.

"I've been calling you for 10 minutes," said Mum sharply. "Next time, if you don't answer me when I call, I'll confiscate your console."

I knew my mum. She meant what she said.

"I need you to take Tiddies to the vet for Mrs Atkins next door," said Mum. "Tiddies is due a flu jab and Mrs Atkins has a bad cold."

My heart sank. Tiddies was cute and cuddly with Mrs Atkins but with me, she turned into a vicious, wild animal.

So that's how I came to be in the waiting room of Muddy Paws Vet with Tiddies hissing in her cat basket. The other people waiting looked nervously at the cat basket.

"Don't worry," I said. "She's very friendly, really."

I bent down to stick my finger through the basket to try to calm Tiddies. Big mistake! She clamped her teeth around my finger. I gave a howl and, as I pulled my finger away, I must have knocked the trolley which hastened the door. In an instant, Tiddies was out of her basket. She sprang at a cage with a parrot in it. The terrified bird began to squawk. This freaked out a hamster, so a little girl picked it up to comfort it, but the hamster wriggled and shot out of her hands. At once, Tiddies was on the trail.

"Stop!" I screamed as I leapt to grab Tiddies.

Unfortunately, I trod on the tail of a dog that had been sleeping quietly next to its owner. With a loud bark, the dog jumped up and knocked the goldfish bowl out of the hand of a young woman. I watched in horror as the goldfish flew through the air. Out of the corner of my eye, I could see Tiddies with her mouth open. I jumped up and intercepted the goldfish on its way to certain death. Luckily, all my practice on Slam Dunk paid off.

Afterwards, I returned Tiddies to Mrs Atkins. "Is that a parrot feather on your coat?" she enquired.

"Don't ask," I said.



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Shine Reading Skills Inference, Fiction 2

Text B - A Dog in the Garden
by Dee Reid

I was in the kitchen when I saw the dog in our garden. I was about to hammer on the window to shoo it away when I realised that I recognised the dog. It belonged to the people three doors down the road who had moved in a couple of weeks ago.

At school, we'd been doing a project called Our Neighbourhood. It was all about how we should be friendly to the people who live near us. Well, I thought this was my chance to be a good neighbour. And who knew? The neighbours might be so grateful to have their dog back, they might give me a reward.

I ventured into the garden. I was going to call the dog but how do you call a dog if you don't know its name? I inched closer. I'm not exactly scared of dogs, but I was beginning to feel a little anxious.

It was then that I noticed the dog wasn't wearing a collar. How was I going to lead it down the road to the neighbour? The dog opened its mouth just a little. It may have been smiling at me, but I couldn't help noticing the points of its sharp teeth.


"Follow me!" I said to the dog, trying to sound like I was used to giving instructions to dogs. I turned to walk away but the dog didn't budge.

I decided the only thing to do was to put my arm around the dog's neck and make it walk alongside me. To my surprise, the dog went along with this plan and we walked out of the garden and down the road to Number 166. I rang the doorbell and waited. After a few minutes the lady came to the door. Pudding, after her was their dog. Their dog! I looked down at the dog I had my arm around. Who was this impostor?

"Is this your dog?" I asked the lady. My voice had gone all squeaky.

"No," she said. "This is my dog." And she looked down at the dog beside her. "I've never seen that dog before in my life."

"Pudding!" I shouted as I loosened my grip on the strange dog and ran home. So much for being a good neighbour.



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Online modelling responses software

The software can be used to complete the Text A Learning Sequences. It can be used with a large group, on an interactive whiteboard, or with smaller groups and individual pupils on desktops and handheld devices.

Click on the link to the software to open it in your browser. The modelling software will open a 'Home' screen showing the text. You can either read the text aloud, ask pupils to read it, or click on the 'play' button to play the accompanying audio. Using the teaching guidance, you can demonstrate approaches to the text by discussing it with the pupils and asking questions.

Home Retrieval Vocabulary Inference ? Shine Reading Skills

A Trip to the Vet
by Dee Reid

Slam Dunk was the best basketball game ever. I was about to get my highest score when...

"Max!"

My mum was standing over me and bellowing my name. As I put down the controller, I heard the whistle go for full time.

"I've been calling you for 10 minutes," said Mum sharply. "Next time, if you don't answer me when I call, I'll confiscate your console." I knew my mum. She meant what she said.

"I need you to take Tiddies to the vet for Mrs Atkins next door," said Mum. "Tiddies is due a flu jab and Mrs Atkins has a bad cold."

My heart sank. Tiddies was cute and cuddly with Mrs Atkins but with me, she turned into a vicious, wild animal.

So that's how I came to be in the waiting room of Muddy Paws Vet with Tiddies hissing in her cat basket. The other people waiting looked nervously at the cat basket.

"Don't worry," I said. "She's very friendly, really."

I bent down to stick my finger

Listen 0:00 / 2:38

Read or listen to the text then choose an Area of Learning using the tabs at the top.

Home Retrieval Vocabulary Inference ? Shine Reading Skills

A Trip to the Vet
by Dee Reid

Slam Dunk was the best basketball game ever. I was about to get my highest score when...

"Max!"

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"Don't worry," I said. "She's very friendly, really."

I bent down to stick my finger

Listen 0:00 / 2:38

Back to the list of questions

1. Look at the beginning of the story.

What was Max doing when his mother called him?

1 Mark

Before you answer the question, first highlight evidence in the text.

Clear all highlights

Then save it. When you are ready, press Answer to use your evidence to help you choose the correct answer.

Save your evidence Answer

Across the top of the screen you will find tabs for the three Areas of Learning: Retrieval, Vocabulary and Inference. Clicking on these will show the questions alongside the text. To view each question, click on it to expand the question text. Use the teaching guidance to work through the question with pupils, highlighting evidence in the text using the different coloured highlighting tools. Click 'Save your evidence' to save your highlighted text to the answer screen.

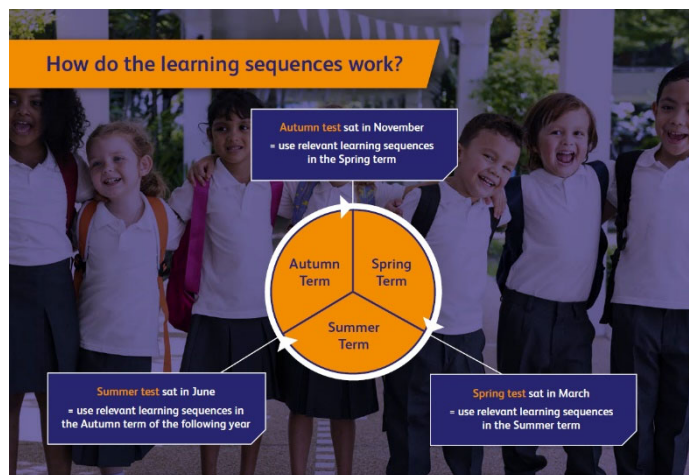
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text, and use this to inform your answer. Answer the question by clicking or typing, and then compare your answer to the model answer.



Ways to use *Shine Reading Skills*

You are likely to want to complete the interventions after assessment, so either towards the end of a term or at the beginning of the next term. The expectation is that:

- Learning Sequence 1 will follow the Autumn Term Assessment and be completed prior to the Spring Term assessment
- Learning Sequence 2 will follow the Spring term Assessment and be completed prior to the Summer Term assessment and
- Learning Sequence 3 will follow the Summer term Assessment and be completed prior to the next year's Autumn Term assessment.



Each Learning Sequence is intended to be taught over two sessions. It is likely that each session will take around 25 minutes.

- The first session will be working together as a group on Text A and its questions
- The second session will be with pupils working more independently on Text B and its questions.

Shine Reading Skills is intended to provide Learning Sequences to support teachers in addressing gaps in learning identified through PiRA and NTS formal tests. It is deliberately designed to offer teachers the maximum flexibility to intervene precisely and effectively. For instance:

- **Following a termly standardised assessment.** The Learning Sequences were written to support pupils who take the standardised termly tests, PiRA and NTS. In this instance, the test will have produced for you an analysis of which Learning Sequences are suggested for each child.

Once the Learning Sequence resources have been downloaded, you will also be able to use Shine in the following ways:

- **If pupils have taken a different test,** your own analysis of their answers and areas of weakness will help you to decide which Learning Sequences are appropriate.
- **Following observations in guided/independent reading sessions.** The Learning Sequences can be used to support groups and individuals who you have observed to be struggling during a reading session.
- **Following extended absence from school.** Pupils who have been absent from school following illness, holidays or school closure can benefit from intensive, targeted support.
- **Before introducing a class focus on an area of reading comprehension.** Some pupils will benefit from pre-teaching and developing strategies before you move on to a class focus on developing specific reading skills.
- **At the start of a new school year.** You may be using this product at the beginning of the Autumn term. In this case, you may wish to use the term 3 Learning Sequence from the previous year group to support children who are struggling with the transition to your year group.

A note for pupils who need further support

Shine Reading Skills is intended to be used as a booster intervention for pupils who need targeted comprehension intervention, not for those who need more substantial reading support. For pupils who need more support, we recommend additional guided and individual reading using the comprehension questions accompanying a structured resource such as *Rising Stars Reading Planet* and/or *Cracking Comprehension* and/or *On Track English Reading Comprehension*.

Vocabulary Cards

Each Vocabulary Learning Sequence introduces words which pupils are challenged to identify or define. These words are listed on the Prepare, Do, Review pages. Most of those words are also reproduced as Vocabulary Cards for further vocabulary practice. Some words are not included because they are expressions or phrases which are specific to the text in which they arise.

bellowing	confiscate		
vicious	ar	hammer	recognised
clamped	frea	grateful	inched
		budged	padding

Acquiring new vocabulary

When pupils match a word in a Comprehension question to a word in a text this does not automatically mean they have acquired knowledge of that word and would be able to provide a definition for that word if they subsequently came across when reading. In order for pupils to have mastery of new vocabulary they need to meet the word several times, in various contexts and have had the opportunity to put the word's meaning in their own words. For this reason, it is very beneficial if pupils completing the Vocabulary Area of Learning have further opportunities to revisit the Vocabulary of the session where they can explain the word and give examples of its use. A **10 minute weekly revision group focussing on Vocabulary** will pay dividends in extending pupils' vocabulary and building their reading confidence.

Ideas for Vocabulary activities in a 10 minute revision session

There are a variety of ways the Vocabulary cards can be used to help extend pupils' range of vocabulary.

1. The Vocabulary cards linked to the most recent session are placed face up on the table. The adult gives a definition for one of the words and challenges a pupil in the group to pick up the card which matches that definition.
2. The adult holds up each card in turn and asks a pupil to give a definition of that word.
3. The adult holds up each card in turn and asks a pupil to use the word in a sentence.
4. The adult places one card face up on the table. Then the adult goes around the group asking pupils to supply words that link with the word on the card. The adult should write each of these words on a whiteboard. For example, with the word *deliver*. Pupil 1 could say: *delivers*. Pupil 2 could say: *delivering*. Pupil 4 could say: *delivered*. Pupils 5 could say: *delivery*. Once pupils are familiar with this word building game, they could take on the role of writing the additional words on the whiteboard.

Vocabulary words and spelling

The vocabulary questions in the texts focus on words that are intended to widen pupils' vocabulary so it's perfectly possible that the words may be unfamiliar to pupils. For this reason, as suggested above, the words should be revisited with the adult to further familiarise pupils with them. The words are not intended to be words for pupils to practise as spellings. Some pupils may acquire spelling knowledge of the words through the games and activities listed above but generally the words are likely to be beyond the spelling capability of most pupils completing the Vocabulary Area of Learning. Pupils, like adults, can read and understand far more words than they can confidently spell, so the words on the Vocabulary Cards are not going to be the most appropriate words for these pupils to learn to spell. It would be more beneficial for pupils to work at acquiring the spelling of easier more commonly used words.

Organising Groups

Groups of 4-5 pupils are likely to be most effective in meeting individual needs and are most likely to result in the desirable impact.

The Grouped Intervention Report will have identified groups of pupils who may benefit from each of the Learning Sequences. The *Shine* reports uses a simple algorithm to group and identify pupils who made more errors in an Area of Learning than 50%+ of pupils in the cohort of pupils whose results were used to standardise the tests. In this way, it identifies pupils whose performance is in the bottom 40–50% of each cohort.

Note that the *Shine* reports do not identify a lower limit for pupils to achieve so you will need to look at each pupils' scores. Those who score 0 points, or very few points, in any Area of Learning may need a more substantial intervention. These pupils are highlighted on the report with an asterisk.

If a large number of pupils is identified, you may want to subdivide them into smaller groups according to their scores so that the pupils in each group are working at a similar level. Alternatively, a larger group can be taught using Session 1: Text A, and then divided into smaller groups for Session 2: Text B. This can be done by identifying pupils who are able to work independently on the questions, and smaller groups who will need additional support from a TA.

The roles of the teacher and teaching assistant

Class Teacher

If interventions are to have impact, the class teacher needs to be involved and take responsibility for the outcome. The class teacher will need to:

- decide which Learning Sequence(s) is/are most appropriate for each pupil (fiction, non-fiction or poetry) based on the Individual Intervention Report
- consider the composition of groups based on the Grouped Intervention Report
- set targets for individuals (see Impact of Intervention form below)
- ensure time is set aside for preparation and record keeping, as well feedback and discussion with the Teaching Assistant
- provide information for SENDCO/SLT on the impact of interventions.

Teaching Assistant

It is likely that Teaching Assistants will deliver the majority of the intervention sessions. They will need to:

- familiarise themselves with the expectation of the intervention prior to the first session
- prepare each session (as explained on the PDR document)
- observe each pupil and make notes (see Record of Intervention form below) as well as giving oral feedback to the teacher
- model the reading strategies, as explained in the teaching guidance pages
- mark the activities with the pupils and discuss how answers could be improved.

Two Record and Impact forms are provided to help you to keep track of the interventions and to monitor impact.

Impact of Intervention

The teacher can record:

- 3. Write Reading Skills: Impact of Information**

Phase Reading Skills: Impact of Information

Pupil name	Year group	D.O.B.
SEN ID (Not required)	EA ID	IPA ID
Pupil Name ID		

Task: _____ **Topic:** _____

ESL / NAT	Date of task		Inference		Vocabulary	
Level	1	2	1	2	1	2
Read & write read steps						

Task: _____ **Topic:** _____

ESL / NAT	Date of task		Inference		Vocabulary	
Level	1	2	1	2	1	2
Read & write read steps						

Task: _____ **Topic:** _____

ESL / NAT	Date of task		Inference		Vocabulary	
Level	1	2	1	2	1	2
Read & write read steps						

Before the intervention, the teacher should identify target skills for individual pupils from the 'Reading skills checklist' using the 'target skills' tick column.

- make a brief comment on pupils' performance, using the target skills for guidance
- make a quick assessment of pupils' reading skills by ticking, crossing or making brief notes (guidance is given on the PDR documents to show how many errors constitute 90-95% accuracy)
- record how many of the questions for Text B the pupil answered correctly when working independently
- use the 'Skills Practised' statements in the Review section of the PDR to assess pupil learning.

[illegible]

Record of Intervention – grouped

The 'Record of Intervention – grouped' form can be used to record scores and evidence from the intervention for a group of pupils who are doing the same Learning Sequence. Further rows can be added as required for larger groups of pupils.

The teacher or teaching assistant can use it to:

- record each pupils' score for the modelled session, using text A and then for the practise session, using Text B
- note any areas of difficulty for each pupil within both sessions
- record evidence of progression for each pupil within both sessions
- make a note of next steps required i.e. whether: responses and marks indicate secure knowledge and understanding of the reading skill, further modelling or re-teaching is required, or further intervention is necessary

Shine Reading Skills Record of Intervention – grouped

Learning Sequence: _____ TA: _____
 Teacher: _____
 Class: _____

Area of Learning		Text A (Modelled)	Text B (Independent)	Next steps
Children in group	Date	Area of difficulty or evidence of progress in session 1 (text A)	Area of difficulty or evidence of progress in session 2 (text B)	

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