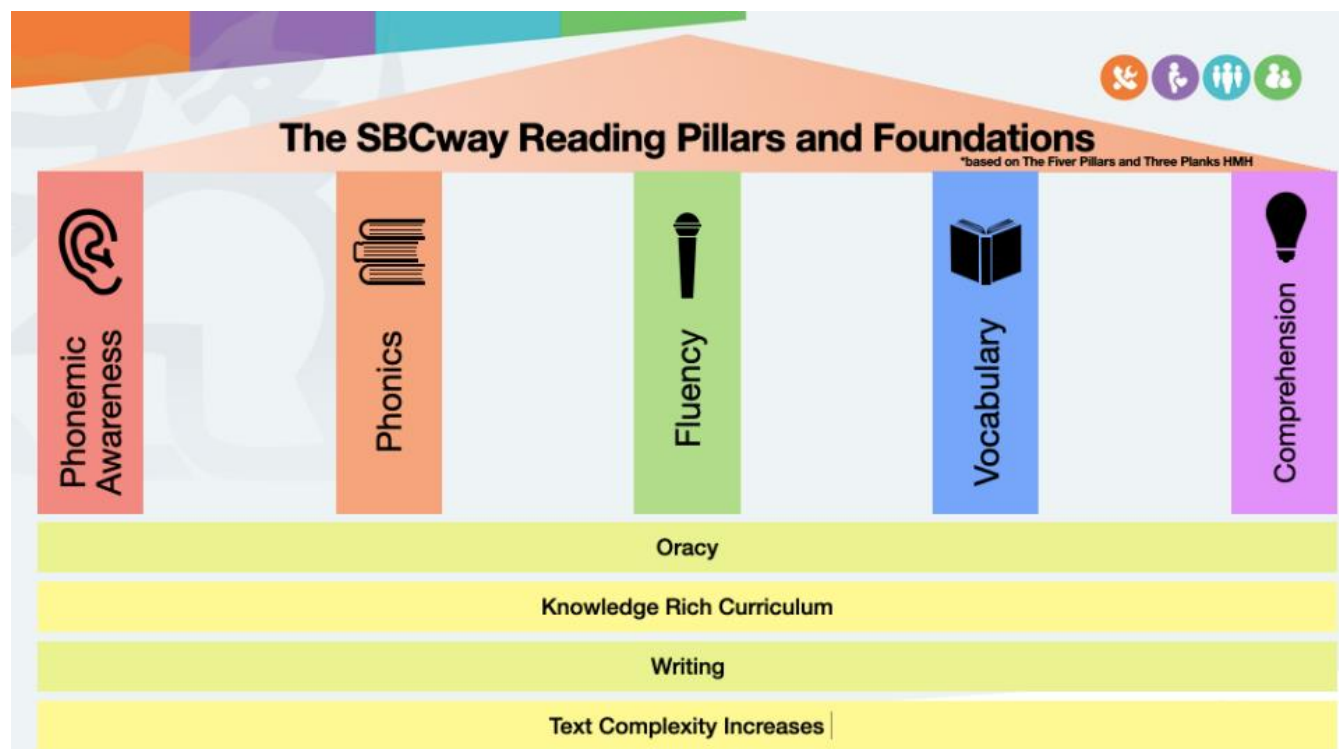




The SBCway Methodology

The #SBCway for Reading is underpinned by.

- The Simple View of Reading.
- Scarborough's Reading Rope
- Five Pillars of Reading Instruction
- SBC Reading pillars and Four underlying foundations (see above)

See SBCway Reading methodology Document for more details.

Key messages from "SBC Literacy and English Strategy"

All of our learners will experience daily high-quality learning, teaching and assessment.

Our school and settings promote daily opportunities for reading, writing, listening and talking.

Teachers plan opportunities for learners to make connections across reading, writing, listening, and talking.

Adults in our schools and communities are Literacy Role Models, promoting reading, writing, talking and listening as an enjoyable and engaging experience.



First Level				
1. Building a Reading Culture and Environment				
Key Messages <i>*refer to Guidance Document for further information</i>	SBC Literacy and English Strategy ‘Promoting reading for pleasure can and does raise attainment and improves wider achievement.’			
	Culture We engage families and partners in our reading culture. We ensure there are opportunities for cross curricular learning in reading. We engage with authors and novels as part of our curriculum offer. We celebrate World Book Day, Scottish Book Week and other national events. We read aloud to our learners every day. We provide opportunities for our learners to read every day .			
	Environment We showcase Literacy ‘Learning Walls/Journeys’ and celebrate these in both classrooms and communal areas within our school. We support local library, school library and class library (book nook etc.) engagement and enjoyment. We provide opportunities for our learners to read as they play e.g. providing building themed books in the construction area or providing an activity linked to a book.			
	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Enjoyment and Choice LIT1-11a	Learners select a text for enjoyment, considering text difficulty, cover, title, illustrations, and author. Learners discuss what they are reading with others; why they like some books more than others/preferences.	Learners select texts for enjoyment considering text difficulty, cover, title, illustration, author, and characters. Learners discuss what they are reading with others; why they like some books and authors more than others/preferences. Learners actively engage with a chosen text for a sustained period (10 – 15 mins)	Learners select texts for enjoyment considering text difficulty, cover, title, illustration, author, characters, and blurb. Learners regularly select texts for enjoyment and for a specific purpose. Learners recommend books to others. Learners actively engage with a chosen text for a sustained period (15-20 minutes).	<i>Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.</i> <i>Explains preferences for particular texts and authors.</i>



First Level				
2. Developing Skills for Reading				
	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Tools for Reading  Phonemic Awareness  Phonics ENG1-12a LIT1-13a <i>*refer to Phonics Progression for further information</i>	Learners blend to decode unfamiliar words using taught graphemes and corresponding phonemes. * Learners review the Simple Code and explore 'One Grapheme Alternative'. Learners read taught common exception words correctly.	Learners blend to decode unfamiliar words of increasing complexity. * Learners are introduced to the Complex Code to enhance their understanding of grapheme phoneme correspondences. Learners read words with a simple suffix 'ing'. Learners read words with 's' plurals. Learners read taught common exception words correctly.	Learners blend to decode unfamiliar words of increasing complexity. * Learners build on their knowledge of the Complex Code to enhance their understanding of alternative grapheme phoneme correspondences. Learners read words with simple suffixes such as 'ing' and 'ed'. Learners read words with 's' and 'es' plurals. Learners read taught common exception words correctly.	<i>Reads aloud a familiar piece of text adding expression and can show understanding.</i> <i>Reads an increasing number of common words, key reading words, core topic words and words of personal significance.</i> <i>Uses a range of word recognition strategies independently.</i> <i>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</i>
Tools for Reading  Fluency ENG1-12a LIT1-13a	Learners begin to read with expression and voice tone. Learners recognise and explain the impact that capital letters, full stops, and question marks have on expression and pace.	Learners read with increased expression and voice tone. Learners recognise and explain the impact that capital letters, full stops, question marks, exclamation marks have on expression and pace. Learners show awareness of direct speech when reading. Learners notice changes to print such as bold writing and capitalisation and take this into account when reading.	Learners read with appropriate expression and voice tone. Learners have an increased awareness of the impact that punctuation has on expression and pace. Learners show an increased awareness of direct speech when reading. Learners show an increased understanding of changes to print such as bold writing and capitalisation and take this into account when reading.	<i>Uses context clues to read and understand texts.</i> <i>Uses punctuation and grammar to read with understanding and expression.</i>



Across First Level				
Tools for Reading  Vocabulary ENG1-12a LIT1-13a	Learners can read and understand an increasing amount of tier 1 vocabulary that is linked to other areas of the curriculum. Learners explore an increasing amount of tier 2 vocabulary that is appropriate to their context to deepen their knowledge base. Learners discuss an increasing amount of tier 3 vocabulary to promote their curiosity of the world.			<i>Reads an increasing number of common words, key reading words, core topic words and words of personal significance.</i> <i>Uses a range of word recognition strategies independently.</i> <i>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</i> <i>Uses context clues to read and understand texts.</i>
	Phase 1	Phase 2	Phase 3	
	Learners use the cover, title, and illustrations to help develop an understanding of a text. Learners identify nouns and simple adjectives in a text.	Learners use the cover, title, illustrations, and characters to help develop an understanding of a text. Learners identify nouns, verbs, simple adjectives, and connectives in a text. With support, learners make sense of the past and the present. Learners organise a list of words in alphabetical order.	Learners use the cover, title, illustrations, characters, author, and blurb to help develop an understanding of a text. Learners identify nouns, verbs, adjectives, simple adverbs, and connectives in a text. Learners make sense of the past and the present. Learners organise a list of words in alphabetical order (first and second letter).	
	Learners can: - Read and talk about the word - Categorise the word. - Identify the purpose and function of the word. - Syllabise the word. - Use actions or visual cues to retain the word. - Use the word in a sentence	Learners can: - Read, write and talk about the word - Categorise the word. - Identify the purpose and function of the word. - Syllabise the word. - Identify the size of the word. - Use actions or visual cues to retain the word. - Create rhyming words connected to the word – real or nonsense. - Use the word in context.	Learners can: - Read, write and talk about the word - Categorise the word. - Identify the explanation of a word in everyday language. - Syllabise the word. - Identify the size of the word. - Create rhyming words connected to the word – real or nonsense. - Identify some simple synonyms and antonyms. - Use the word in more than one context.	
Tier 1 Vocabulary	Tier 1 Vocabulary words are high frequency words, used repeatedly during general conversation. Because tier one words are basic everyday words, most of them are learned through oral communication.			e.g. table, happy, computer, clock able
Tier 2 Vocabulary	Tier 2 Vocabulary words are high-frequency words that are frequently seen across multiple subjects. They are more difficult to learn than Tier 1 words and need explicit instruction.			e.g. enthusiastic, stumbled, shuddered
Tier 3 Vocabulary	Tier 3 Vocabulary words are low frequency words that are technical specialist vocabulary around a particular context.			e.g. tornado, thermometer, multiplication



	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Finding and Using Information  Comprehension LIT1-14a LIT1-15a	Learners distinguish between fiction and non-fiction texts. Learners find key information when given a key question. With support, learners find and highlight key information from a non-fiction text (e.g. find where frogs live) With support, learners can use a contents page and headings and diagrams to find desired information in non-fiction texts. Learners demonstrate an awareness of a search engine. Note Taking Learners draw pictures to represent notes from a non-fiction text. Learners can use notes to create their own simple poster, labelled picture, or sentence.	Learners use simple contents and index pages in non-fiction texts to find information. Learners find key information when given key questions. Learners find and highlight key pieces of information from a non-fiction text. (e.g. where a fox lives, what a fox eats) Learners use visual organisers such as contents page, headings, subheadings, and diagrams in non-fiction texts to find desired information. With support, learners suggest key words to use in a search engine to find out desired information. Note Taking With support, learners can make notes under given headings for different purposes. With support learners can use notes to form their own simple text.	Learners use contents and index pages in non-fiction texts to find desired information. Learners identify what information they need to find within a text and with support create some simple key questions. Learners highlight relevant key information within a text. E.g. highlighter pen, underlining key words. Learners recognise and use visual organisers in non-fiction texts to find desired information. E.g. headings, subheadings, diagrams, tables. Learners use key words in a search engine to find desired information. Note Taking Learners make notes under given headings for to summarise findings. Learners suggest some simple headings to help organise information. Learners use the information to form their own simple text.	<i>Identifies the key features of non-fiction texts.</i> <i>Uses contents, index, subheadings, and diagrams to help locate information.</i> <i>Find key information from a text using different strategies.</i> <i>Makes notes under given headings for different purposes.</i>
Fact and Opinion  Comprehension LIT1-18a	Learners know that fact is true and with support, can identify these within a text. Learners know that an opinion is the view of someone and with support, can identify these within a text.	Learners know that fact is true and can identify these within a text. Learners know that an opinion is the view of someone and can identify these within a text. Learners can recognise different opinions.	Learners recognise, discuss and share opinions about facts and opinions in a text.	<i>Recognises the difference between fact and opinion.</i>



	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Making Connections Text to Self Text to Text Text to World  Comprehension ENG1-19a	Learners identify with characters and relate their experiences and feelings to their own; similar or different. With support, learners can make a simple connection to previously read texts. Learners can discuss how their prior knowledge relates to the text/topic.	Learners relate the key messages in a text to their own experiences; similar or different. Learners make simple connections to previously read or related texts. Learners make connections to subject specific areas. Learners relate texts to events, historical contexts, cultures etc.	Learners can identify the writer's message and relate it to their own experiences; similar or different. Learners make connections to previously read or related texts. Learners make connections to subject knowledge, domain specific knowledge and events, relevant to the text. Learners can begin to discuss how their prior knowledge relates to the topic, and how this can affect their understanding of a text.	<i>Offers own ideas about the writers' message and, when appropriate, relates these to personal experiences.</i> <i>Answers literal, inferential and evaluative questions about texts.</i> <i>Ask questions to help make sense of a text.</i> <i>Identify main ideas of a text.</i> <i>Makes appropriate suggestions about the purpose of a text.</i> <i>Offers own ideas about the characters, writer's choice of language, structure, and setting.</i>
Questioning  Comprehension ENG1-17a <i>*refer to Questioning Padlet for further information</i>	Learners ask questions to help make sense of a text - who, what, where, when.* Learners use texts to answer simple questions. With support, learners can create simple questions about a text.	Learners ask questions to help make sense of a text - who, what, where, when, why.* Learners use texts to answer different types of questions providing a simple detail to evidence the answer. Learners can create questions about a text.	Learners ask questions to help make sense of a text - who, what, where, when, why, how.* Learners use texts to answer a range of questions providing details to evidence the answer. Learners create a range of different questions about a text.	
Inference  Comprehension ENG1-17a <i>Links with questioning above.</i>	Learners use texts to answer simple inferential questions. Learners share an opinion for the authors message about characters, setting and events in the text. Learners talk about a simple cause and effect to discuss the connections between events in texts.	Learners use texts to answer inferential questions providing a simple detail to evidence their answer. Learners create inferential questions about a text. (why?) With support, learners infer details about characters, setting and events using evidence from the text and their prior knowledge. Learners use simple cause and effect models and simple chains to discuss the connections between events in texts.	Learners use texts to answer inferential questions providing details to evidence the answer. Learners create inferential questions about a text. (Why? How?) Learners infer details about characters, setting, events and structure using evidence from the text and their prior knowledge. Learners draw a simple conclusion about cause-and-effect relationships in a text.	



	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Clarifying  Comprehension	Learners demonstrate an understanding of different purposes of texts. With support, learners use clarifying strategies to identify the meaning of words in text. With support, learners share an opinion about the writers' choice of words.	Learners identify and explain the purpose of texts. Learners use clarifying strategies to identify the meaning of words in text. Learners can identify when a writer is using effective word choice.	Learners identify and explain the purpose of a range of texts. Learners identify and discuss the writers' point of view. Learners use clarifying strategies to clarify the meaning of words in texts. Learners can comment on writers' effective word choice and use of other language features.	<i>Makes appropriate suggestions about the purpose of a text.</i> <i>Offers own ideas about the characters, writer's choice of language, structure, and setting.</i> <i>Uses context clues to read and understand texts.</i> <i>Ask questions to help make sense of a text.</i>
Predicting  Comprehension	With support, learners make a simple predictions about a text based on hints and clues.	Learners make simple predictions about a text based on hints and clues and provide a simple detail to evidence their answer.	Learners make an accurate prediction about a text based on hints and clues and providing details to evidence the answer. Learners can give a simple alternative ending to a story.	<i>Identify main ideas of a text.</i>
Summarising  Comprehension LIT1-16a	With support, learners can identify some ideas or events of a text. Learners can retell some facts and events (who, what, where and when) from a text. Learners can sequence key events (beginning, middle and ending) in a text in the correct order.	Learners can identify some idea or events of a text. Learners can retell facts and events (who, what, where when and why) from a text. Learners can sequence key events in a text in the correct order.	Learners can identify the main ideas or events of texts. Learners can summarise facts and events (who, what, where, when and why) about a text. Learners can use simple transition words to summarise the main ideas of a text in the correct order.	



Visualising  Comprehension	With support, learners create simple organised model to share their understanding of a text. E.g. <i>Story maps</i> <i>Supported mind maps.</i> <i>Pictures of characters</i> Learners talk about a simple cause or effect for an event in a story. E.g. <i>When the dragon belted out smoke this caused...</i> → Learners illustrate the sequence of a story.	Learners use organised models and graphic organisers to share their understanding of a text. E.g. <i>Simple Story Mountain</i> <i>Mind maps.</i> <i>Simple tables</i> Learners use a simple cause and effect organised model to discuss the relationships between events in texts. Learners use simple timelines to sequence events in a story.	Learners begin to use more complex models and graphic organisers to display their understanding of a text. E.g. <i>Spider diagrams</i> <i>Mind maps.</i> <i>Venn diagrams</i> <i>Story mountain</i> <i>Tables</i> Learners create cause and effect organised models and simple chains to discuss the relationships between events in texts. Learners use timelines to sequence events in a story.	The Bigger Picture 
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First Level

3. Creating Independent and Engaged Readers

Key Messages <i>*refer to Support Document for further information</i>	The SBCway promotes the approaches below to enrich the learning experiences for our learners to allow them to engage with the core skills to develop independence and confidence. We provide opportunities for learners to apply the skills of reading in a balanced, range of guided reading and fluency contexts across a variety of genres. Guided Reading is the high-quality LTA and pedagogy that explicitly teaches the skills for reading in different contexts: this includes Reciprocal Reading, Shared Texts, Novel/Author Studies, and Reflective Reading. Reciprocal Reading is an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then support learners to structure group discussions using strategies such as: predicating, summarising, questioning, and clarifying. Shared Reading is an interactive reading experience. Learners analyse and interact with a short piece of text/book. The shared reading sometimes oversized books or ‘big books’ with enlarged print or illustrations, a digital copy displayed on the board/iPad or a physical copy of a text/photocopy. - A Novel/Author Study is an opportunity for learners to engage with a text/texts either as a whole class or as a group. They enjoy reading and discussing the text/texts together and will collaboratively design a programme of study to celebrate cross curricular links. Reflective Reading can be used to ensure that higher order thinking skills are applied and embedded independently by children. Enhancing learner’s Fluency by providing opportunities to read and re-read a range of stories and informational texts is vitally important. This can be done individually, with a partner or as a Choral Reading group. Introducing learners to new or difficult vocabulary before they read on their own provides an opportunity for learner’s knowledge to build. Learners should hear modelled examples of ‘reading with expression’. Choral Reading is reading aloud in unison with a whole class or group of learners. It helps builds fluency, self-confidence and motivation. Learners who ordinarily feel self-conscious or nervous about reading aloud have built-in-support. Paired Reading/Reading Trios is a research-based fluency strategy. In this strategy, learners read aloud to each other. When using partners/trios, more fluent readers can be paired with less fluent readers.		
	Phase 1	Phase 2	Phase 3
	→	→	→
Guided Reading	Learners will be introduced to Reciprocal Reading, Shared Reading, Novel/Author Studies or Reflective Reading. Learners will be introduced to reading comprehension strategies that prompt discussions, reflections and questioning.	Learners will develop their ability to discuss, understand, reflect and apply information from a text through Reciprocal Reading, Shared Reading, Novel/Author Studies or Reflective Reading. Learners will, with support, use taught reading comprehension strategies to engage in higher order thinking, discussions, reflections, and questioning.	Learners will become more independent in their ability to discuss, understand, reflect and apply information from a text through Reciprocal Reading, Shared Reading, Novel/Author Studies or Reflective Reading. Learners will become more independent in using reading comprehension strategies to engage in more complex higher-order thinking, discussions, reflections, and questioning.



	Phase 1	Phase 2	Phase 3
			
Fluency	Learners: • read aloud with some expression and voice tone. • use their phonemic knowledge and skills to decode unfamiliar words, • check that a word 'sounds right', • understand what they have read. • recognise and explain the impact that capital letters, full stops, and question marks have on expression and pace. Learners read on average 40 WPM (words per minute).	Learners: • read aloud with increased expression and voice tone. • use their phonemic knowledge and skills with increased accuracy, • build confidence with fluency to allow them to focus on understanding, rather than on decoding individual words, • correct inaccurate reading, • understand what they have read. • read unfamiliar/new words outside their spoken vocabulary, making a good guess at pronunciation. • recognise and explain the impact that capital letters, full stops, question marks, exclamation marks and direct speech have on expression and pace. Learners read on average, 90 WPM.	Learners: • read aloud with appropriate expression and voice tone. • use their phonemic knowledge and skills with increased pace and accuracy, • build confidence with fluency to allow them to focus on understanding, rather than on decoding individual words, • correct inaccurate reading, • understand what they have read, • read unfamiliar/new words outside their spoken vocabulary, making a good guess at pronunciation, • gradually internalise the reading process to read new texts silently to themselves. • have an increased awareness of the impact that a wide range of punctuation has on expression and pace. Learners read on average, 110 WPM.