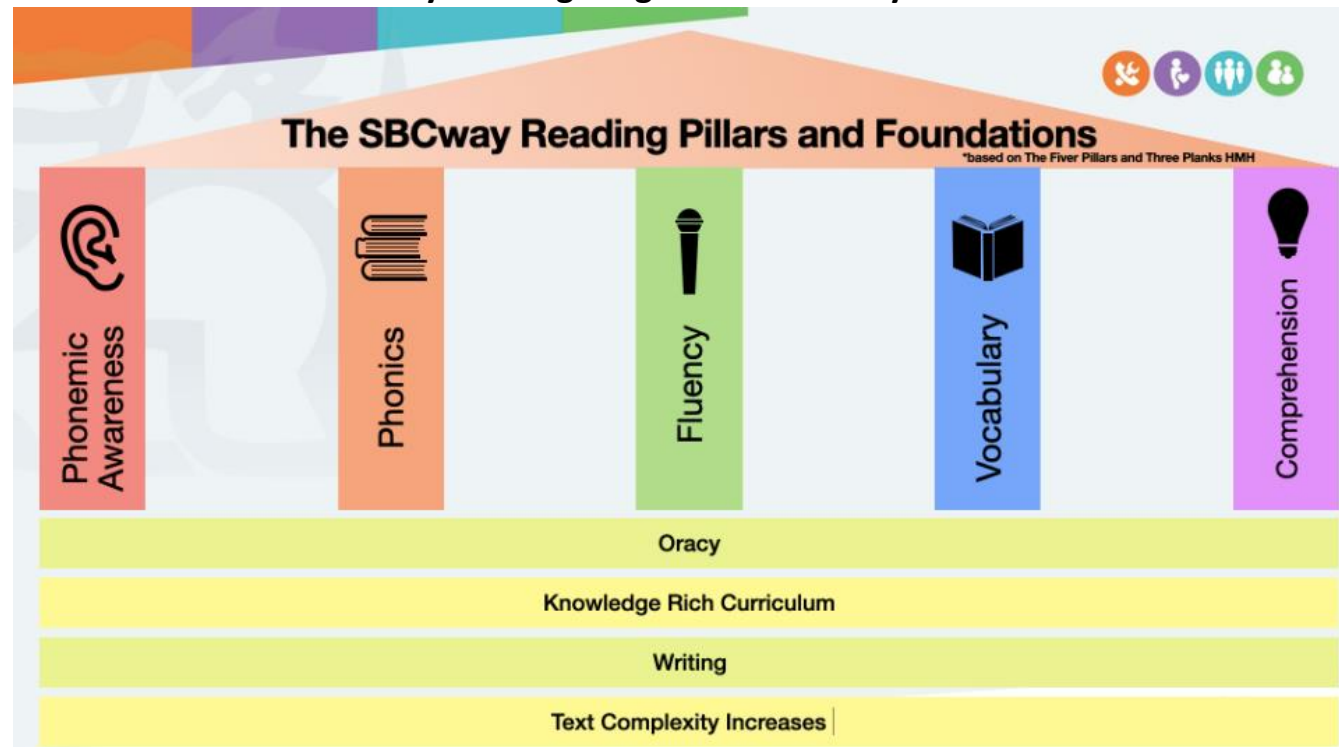




The SBCway Methodology

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 documents 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.



Second 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 provide opportunities for our learners to read as they investigate and research e.g. reading about costumes in history to build ideas for an art project. 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. We encourage a love of reading across classes e.g. paired reading with younger pupils. We offer leadership roles to promote a reading culture e.g. library leaders, reading ambassadors. 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 different types of reading materials within our classroom e.g. graphic novels, comics, News Magazines etc			
	Phase 1	Phase 2	Phase 3	Benchmark
Enjoyment and Choice LIT2-11a	Learners select texts for enjoyment and can actively engage with chosen text for a sustained period. (15 – 20 mins) Learners begin to select texts for a specific purpose considering different genres and text types. E.g. find information about castles. Learners give a personal response to share their thoughts about a text or author commenting on setting, plot, characters, content and genre type. Learners begin to support this with evidence from the text.	Learners select texts for enjoyment and can actively engage with chosen text for a sustained period. (20 - 30 mins) Learners select texts for a specific purpose considering different genres and text types. E.g. find additional information about a science experiment. Learners give a personal response to share their thoughts about a text or author commenting on setting, plot, characters, content and genre type. Learners support this with evidence from the text.	Learners select texts for enjoyment and can actively engage with chosen text for a sustained period. (20 - 30 mins) Learners select texts for a specific purpose considering different genres and text types. E.g. find information from two different sources to support their understanding about volcanoes. Learners give a personal preference for a variety of texts, authors or sources and support this with evidence from the text.	<i>Selects texts regularly for enjoyment or to find information for a specific purpose.</i> <i>Explains preferences for particular texts, authors or sources with supporting detail.</i>



Second Level				
2. Developing Skills for Reading				
*Refer to Phonics Progression for further information	Phase 1	Phase 2	Phase 3	Benchmark
Tools for Reading Phonemic Awareness Phonics ENG2-12a LIT2-13a	Learners continue to build on their knowledge of the Complex Code to decode unfamiliar words exploring most grapheme/phoneme correspondences. Learners use morphology to decode increasingly complex texts (including simple prefixes, suffixes and root words). Learners show an awareness that prefixes and suffixes change the meaning of words.	Learners continue to build on their knowledge of the Complex Code to decode unfamiliar words exploring all grapheme/phoneme correspondences. Learners use morphology to decode increasingly complex texts (including prefixes, suffixes and root words). Learners understand the purpose of simple prefixes and suffixes, and how they change the meaning of words.	Learners use their knowledge of the Complex Code and can extend words using morphology including prefixes, suffixes, and roots. Learners use morphology to decode increasingly complex texts (including prefixes, suffixes, root words and their origins). Learners understand the purpose of prefixes and suffixes and how they change the meaning of words.	<i>Reads with fluency, understanding and expression using appropriate pace and tone.</i> <i>Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</i> <i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.</i>
Tools for Reading Fluency ENG2-12a LIT2-13a	With support, learners read with increasing accuracy, using appropriate tone, rhythm and intonation to convey emotions of character and story events. Learners, recognise the impact punctuation has on fluency for sentences of varying lengths. (Including commas in a list, single comma separating a phrase and speech marks). Learners show an awareness of how paragraphs, playscripts and verse affect fluency when reading. Learners show an awareness of conventions of print when reading (bold, capitalism, italics) <i>Learners read on average 150 words per minute</i>	With growing confidence, learners read with accuracy, using appropriate tone, rhythm and intonation to convey emotions of character and story events. Learners recognise the impact punctuation has on fluency for sentences of varying lengths and structures. (Including commas, speech marks and parenthesis). Learners use fluency including appropriate expression when reading paragraphs, playscripts and verse. Learners use fluency and expression when reading conventions of print (bold, capitalism, slang, italics) <i>Learners read on average 200 words per minute</i>	Learners read a variety of texts, with accuracy, automaticity and expression. Learners independently recognise the impact that punctuation (varying sentence lengths and structures) has on fluency. Learners use appropriate pace, expression and tone when reading paragraphs, playscripts and verse. Learners use appropriate expression and tone when reading conventions of print (bold, capitalism, slang, italics) <i>Learners read on average 200 words per minute</i>	<i>Reads with fluency, understanding and expression using appropriate pace and tone.</i>



	Phase 1	Phase 2	Phase 3	Benchmark
Tools for Reading  Vocabulary ENG2-12a LIT2-13a	Learners can identify nouns, verbs, adjectives, adverbs and connectives in a text with increased confidence, and begin to identify figurative language. (Alliteration and Simile)	Learners can identify nouns, verbs, adjectives, adverbs, adverbial frontal phrases, transition words and connectives in a text with increased confidence and identify figurative language. (Alliteration, Simile, Metaphor)	With increasing independence, learners can identify nouns, verbs, adjectives, adverbs, adverbial frontal phrases and connectives in a text, and identify figurative language. (Alliteration, Simile, Metaphor, Onomatopoeia)	<i>Reads with fluency, understanding and expression using appropriate pace and tone.</i> <i>Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</i>
	Across Second Level			<i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.</i> <i>Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.</i>
	 Links with Writing and Oracy. Learners can:			
	Read, Write and Talk about the word. Build a definition of the word. Give examples and non- examples of the word. Describe characteristics. Add visuals or illustrations to aid explanations.	Explore morphology, prefixes, suffixes and root part of the word. Identify synonyms and antonyms. Apply the word in a sentence or paragraph. Use the word in more than one context.		

SBCway Reading Progression Pathway – Second Level



	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Finding and Using Information  Comprehension LIT2-14a LIT2-15a	Learners can skim a simple text to find the main purpose. Learners identify what information they need to find within a text and create some simple key questions. Learners scan texts to find key information. Learners highlight key information within a text. E.g., highlighter pen, underline. Learners use a glossary, contents pages, heading and subheadings, and visual organisers to find information. Learners use two different sources to find information. E.g., internet site and text from teacher Note-taking. Learners can make notes under given headings to summarise findings. With support, learners can create their own headings to sort and organise their notes. With support learners can use different formats to create their own notes e.g., bullet points in a list, mind-map, a diagram. With support, learners can sort the information they find to organise their thinking and to create their own simple text.	Learners can skim a text to find the main purpose. Learners identify a variety of information they need to find within a text and create key questions. Learners scan texts to find key information, Learners highlight key information within a text. Learners use a glossary, contents pages, index, heading and subheadings, and visual organisers to find information. Learners use two or three different sources to find and organise information. E.g., non-fiction book, text from teacher, website. With support, Learners ensure information is relevant to the needs of knowledge required and consider the reliability of information found. Note-taking. Learners create their own headings to sort and organise their notes. Learners use different formats to create their own notes e.g., bullet points in a list, mind-map, a diagram. Learners can sort the information they find to organise their thinking and to create a new text.	Learners can skim texts of increasing complexity to find the main purpose. Learners confidently create key questions to identify information they need to find in a text. Learners scan texts to find key information to use within their responses. Learners select key words to highlight within texts of increasing complexity. Learners confidently use a glossary, contents pages, index, heading and subheadings, and visual organisers to find information. Learners finds and selects relevant information from a range of sources. E.g., texts, websites, videos, non-fiction books Learners ensure information is relevant to the needs of knowledge required and consider the reliability of information found. Note-taking. Learners create their own headings and subheadings to sort and organise their notes. Learners organise and sort information using notes in different forms. Learners use notes to create different types of new texts. Learners can paraphrase information from a text and include a simple quote to extend their understanding of a topic or issue.	<i>Skims texts to identify purpose and main ideas.</i> <i>Scans texts to find key information.</i> <i>Finds, selects and sorts relevant information from a range of sources.</i> <i>Makes and organises notes using own words, for the most part.</i> <i>Uses notes to create new texts that show understanding of the topic or issue.</i>



	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Fact and Opinion  Comprehension LIT2-18a	Learners distinguish between fact and opinion within a text. With support, learners recognise some techniques used to influence readers including word choice, repetition, emotive language literary devices similes and alliteration. Learners talk about why a source was helpful for their task.	Learners distinguish between fact and opinion and begin to recognise if they are being influenced by the writer. Learners recognise some techniques used to influence readers including word choice, repetition, emotive language literary devices similes, metaphors and alliteration. Learners, with support, consider the reliability of sources of information and make decisions about their trustworthiness.	Learners analyse author's opinions and attitudes within texts to recognise if they are being influenced by the writer. Learners recognise a range of techniques used to influence readers including word choice, repetition, emotive language literary devices and rhetorical questions. Learners consider the reliability of sources of information and make decisions about their trustworthiness, deciding which sources of information are most useful.	<i>Distinguishes between fact and opinion with appropriate explanation.</i> <i>Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.</i> <i>Identifies which sources are most useful/reliable.</i>

SBCway Reading Progression Pathway – Second Level



	Phase 1	Phase 2	Phase 3	
	→	→	→	
Making Connections Text to Self Text to Text Text to World  Comprehension ENG2-19a <u>Making Connection Steps</u> Read Look for connections. Highlight Make connections	Learners discuss how their prior knowledge relates to a topic, and how this can affect their understanding of a text. Learners identify the writer's message and main themes of a text. Learners can relate the key events, experiences of characters and main themes, in a text to: • their own experiences and feelings; similar or different. • Previously read or related texts • Knowledge of the world around them	Learners can discuss and synthesise their prior knowledge relating to the text/topic. Learners identify the writer's viewpoint and main themes of a text and use this information to deepen understanding of the wider world. With growing confidence, learners can: compare and contrast the key events, experiences of characters and main themes in a text, and relate this to • their own experiences and feelings. • previously read texts and/or related texts • World connections- e.g. events, historical contexts, cultures etc. Learners begin to respond critically and with empathy to texts to deepen understanding of self, text and world connections	Learners can discuss and synthesise their prior knowledge relating to a text/topic and identify additional knowledge they need to acquire. Learners identify the writer's viewpoint main themes of a text and use this information to deepen their understanding of the wider world. With increasing Independence, learners can compare and contrast the key events, experiences of characters and main themes in a text, and relate to: • their own experiences and feelings. • Previously read texts and/or related texts • World connections and broader societal or cultural issues Learners respond critically and with empathy to texts to deepen understanding of self, text and world connections.	<i>Identifies the purpose of a text with suitable explanation.</i> <i>Identifies the main ideas of a text with appropriate detail.</i> <i>Relates the writer's theme to own and/or others' experiences.</i> <i>Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.</i>
Predicting  Comprehension <u>Predicting Steps</u> Read Discuss Collect Predict	Learners make accurate predictions about a text using details from the text and prior knowledge. Learners begin to use a piece of supporting evidence from the text to justify their answer. Learners consider a simple alternative outcome or ending.	Learners make accurate predictions about a text using details from the text and prior knowledge. Learners, use supporting evidence from the text to justify their answer. Learners consider an alternative outcome or ending.	Learners make detailed, accurate predictions linking inference of the text with their prior knowledge. Learners, use supporting evidence from the text to justify their answer, reinforced by a simple quotation. Learners consider a range of alternative outcomes or endings.	<i>Identifies the main ideas of a text with appropriate detail.</i> <i>Makes relevant comments about structure, characterisation and/or setting with reference to the text.</i>

SBCway Reading Progression Pathway – Second Level



	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Summarising  Comprehension LIT2-16a <u>Summarising Steps</u> Read Highlight Separate Summarise	Learners identify the main ideas, experiences of characters, events or different opinions within a text. Learners, with support, can summarise the information using their own words (paraphrasing) Learners use simple transition words and phrases to organise information effectively.	Learners can identify the main ideas, experiences of characters, events, arguments, or opposing perspectives within a text. Learners can begin to independently paraphrase and condense information to create an informative summary. Learners use transition words and phrases to organise information effectively.	Learners can identify and analyse the main ideas, events, character development, conflict, arguments or opposing perspectives within a text. Learners can independently paraphrase and condense information from two different sources to create an informative summary. Learners summarise a text succinctly using a range of transition words and phrases.	<i>Identifies the main ideas of a text with appropriate detail.</i> <i>Makes relevant comments about structure, characterisation and/or setting with reference to the text.</i>
Questioning  Comprehension ENG2-17a <u>Questioning Steps</u> Identify Scan Activate Respond	Learners ask questions to help make sense of a text – who, what, where, when, why, how Learners can identify and create different types of questions about a text. (Literal, Evaluative, Deductive, Inferential) <i>Links with inference and evaluating below.</i> With support, learners respond to different types of questions; using supporting details from the text and prior knowledge to evidence their answer.	Learners ask questions to help make sense of a text – who, what, where, when, why, how Learners can identify and create different types of questions about a text of increasing sophistication. (Literal, Evaluative, Deductive, Inferential) <i>Links with inference and evaluating below.</i> Learners respond to different types of questions; using supporting details from the text and prior knowledge to evidence their answer.	Learners can confidently ask questions to help make sense of a text – who, what, where, when, why, how Learners can identify and create different types of questions and provide written answers reinforced by quoting a single piece of evidence. <i>Links with inference and evaluating below.</i> Learners respond critically to different types of questions; using supporting details and prior knowledge to evidence their answers.	<i>Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.</i> <i>Creates different types of questions to show understanding of texts.</i> <i>Makes relevant comments about structure, characterisation and/or setting with reference to the text.</i>
Evaluating  Comprehension <i>*refer to Questioning Padlet for further information</i> <u>Evaluating Steps</u> Identify Purpose Criteria Read Evaluate	Learners can identify and create simple evaluative questions about a text. Learners can answer evaluative questions and with support give supporting details to evidence the answer. Learners discuss a range of genres, and with support, give a personal response, which refers to the text. Learners, with support, can discuss the effects upon the reader, of word choice, sentence structure and simple literary devices (alliteration and simile) within the text.	Learners can identify and create evaluative questions about a text. Learners can answer evaluative questions and give supporting details to evidence the answer. Learners discuss a range of genres, and give a personal response, which refers to the text. Learners can discuss the effects upon the reader, of word choice, sentence structure and simple literary devices (alliteration, simile, metaphor) within the text.	Learners can identify and create a range of evaluative questions about a text. Learners can answer evaluative questions and give supporting details, reinforcing with a simple quotation to evidence the answer. Learners discuss a range of genres, and give a detailed personal response, which refers to the text. Learners can discuss the effects upon the reader, of word choice, sentence structure and simple literary devices within the text. Learners begin to understand and analyse the author's viewpoint	<i>Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.</i> <i>Relates the writer's theme to own and/or others' experiences.</i> <i>Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.</i>

SBCway Reading Progression Pathway – Second Level



Inference  Comprehension ENG2-17a <i>*refer to Questioning Padlet for further information</i> <u>Inference Steps</u> Identify Scan Activate Respond	Learners can identify and create inferential questions about a text. (Why? How) Learners respond to inferential questions; using prior knowledge and supporting details from the text to evidence the answer. With support, learners use the author's word choice and language to infer what is happening, details about the setting, character traits and feelings. With support, learners draw conclusions about the author's key message or purpose.	Learners can identify and create inferential questions about a text. (Why? How) Learners respond to inferential questions of increasing sophistication; using prior knowledge and supporting details from the text to evidence the answer. Learners use the author's word choice and language to infer what is happening, details about the setting, character traits and feelings. Learners draw conclusions about the author's tone of voice, purpose or key message. Learners begin to infer underlying themes.	Learners can confidently create inferential questions about a text. Learners respond critically to inferential questions of increasing sophistication; using prior knowledge, supporting details from the text and a simple quotation to evidence the answer. Learners use the author's word choice and language to infer what is happening, details about the setting, character traits and feelings, and cause and effect relationships. Learners draw conclusions about the author's tone of voice, viewpoint, purpose, or message. Learners infer underlying themes and broader implications within a text.	<i>Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.</i> <i>Creates different types of questions to show understanding of texts.</i>
Clarifying  Comprehension <u>Clarifying Steps</u> Read Misunderstandings Clarify Re-evaluate	Learners can use supporting details to identify and explain the purpose of a range of texts. Learners can identify and discuss the writer's view. Learners use clarifying strategies to explore the meaning of vocabulary and the writers' choice of language. Learners make a simple suggestion for alternative vocabulary which authors could use. Learners make relevant comments about effectiveness of some features of language including word choice, literary devices (simile, and alliteration), sentence structure and punctuation.	Learners can begin to independently use supporting detail to analyse the purpose and main ideas of the text. Learners can identify the writers view and begin to develop an understanding of bias in informational texts. Learners use a range of clarifying strategies to explore the meaning of vocabulary and the writers' choice of language. Learners make suggestions for alternative vocabulary which authors could use. Learners identify effective features of language including word choice, literary devices (simile, metaphor, and alliteration), sentence structure and punctuation.	Learners can independently use supporting detail to analyse the purpose and main ideas of the text. Learners can identify the writers view and develop an understanding of bias in informational texts. Learners independently use a range of clarifying strategies to explore the meaning of vocabulary and the writers' choice of language. Learners make a wide range of suggestions for alternative vocabulary and language features which authors could use. Learners identify and analyse features of language including word choice, literary devices, sentence structure and punctuation.	<i>Identifies the purpose of a text with suitable explanation.</i> <i>Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.</i>



	Phase 1	Phase 2	Phase 3	Benchmark
	→	→	→	
Visualising  Comprehension <u>Visualising Steps</u> Identify Read Collect Visualise	Learners use visualising strategies to display their understanding when practising a range of comprehension strategies, e.g., predicting, summarising. Learners use complex models and graphic organisers to display knowledge, understanding, connections, relationships of cause and effect from a text. E.g. <i>Spider diagrams</i> <i>Mind maps</i> <i>Venn diagrams</i> <i>Story mountain tables</i> <i>Comic strips/ graphic organisers</i> <i>Diagrams and charts</i> <i>Simple cause and effect organised model</i>	Learners use visualising strategies to display their understanding of key events, settings, themes, relationships, connections, comparisons and contrasts. Learners use complex models and graphic organisers to display their knowledge, understanding, connections and relationships of cause and effect from a text. E.g. <i>Spider diagrams</i> <i>Mind maps</i> <i>Venn diagrams</i> <i>Story mountain tables</i> <i>Comic strips/ graphic organisers</i> <i>Diagrams and charts</i> <i>Cause and effect organised model</i> <i>Tree diagrams</i>	Learners independently use visualising strategies to display their understanding of key events, settings, themes, relationships, connections, comparisons and contrasts. Learners independently use complex models and graphic organisers to display and analyse their knowledge, understanding, connections, and relationships of cause and effect from a text. E.g. <i>Spider diagrams</i> <i>Mind maps</i> <i>Venn diagrams</i> <i>Story mountain tables</i> <i>Comic strips/ graphic organisers</i> <i>Diagrams and charts</i> <i>Cause and effect organised model</i> <i>Tree diagrams</i> <i>Fish bones</i>	The Bigger Picture 

3. Creating Independent and Engaged Readers

**refer to Support Document for further information*

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.

- 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'.

- ### Phase 3

Learners apply ***taught reading comprehension strategies*** to develop unique interpretations and insights about a text and to critically evaluate the texts' structure, characters, setting, theme and key messages.



	Phase 1	Phase 2	Phase 3
	→	→	→
Fluency	Learners: • read aloud with expression using appropriate tone, rhythm and intonation. • read with increasing accuracy • use their phonemic knowledge and skills with pace and accuracy, • read with increased fluency to allow them to focus on understanding, rather than on decoding individual words, • continue to correct inaccurate reading, • continue to understand what they have read, • read unfamiliar/new words outside their spoken vocabulary with increased accuracy, • develop confidence to internalise the reading process to read new texts silently to themselves. • recognise the impact punctuation has on fluency for sentences of varying lengths. (Including commas in a list, single comma separating a phrase and speech marks). • show an awareness of how paragraphs, playscripts and verse affect fluency when reading. Learners read on average 150 WPM (words per minute).	Learners: • read aloud with expression using appropriate tone, rhythm and intonation • read with increasing accuracy • use their phonemic knowledge and skills with increased pace and accuracy, • read fluently 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 with accuracy, • internalise the reading process to read new texts silently to themselves. • recognise the impact punctuation has on fluency for sentences of varying lengths and structures. (Including commas, speech marks and parenthesis). • use fluency including appropriate expression when reading paragraphs, playscripts and verse. Learners read on average 200 WPM.	Learners: • read aloud with expression, automaticity and accuracy. • use their phonemic knowledge and skills with pace and accuracy, • read fluently 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 with accuracy, • internalise the reading process to read new texts silently to themselves. • independently recognise the impact that punctuation (varying sentence lengths and structures) has on fluency. • use appropriate pace, expression and tone when reading paragraphs, playscripts and verse. • use appropriate expression and tone when reading conventions of print (bold, capitalisation, slang, italics) Learners read on average 200 WPM.