

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:**

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.

The collage shows three main components of the Shine Reading Skills intervention:

- Left:** A page titled 'Shine Reading Skills Year 2 Fiction 2' with sections for 'Retrieval', 'Vocabulary', and 'Inference'. It includes a 'Preparation' section with bullet points for students to read and discuss the text.
- Middle:** A story page titled 'The Monkey and the Cat' retold by Kate Ruttle. It features a text passage about a monkey and a cat, accompanied by illustrations of the characters. A 'Learn' box at the bottom contains a key message: 'Read or listen to the text, choose an Area of Learning, the tabs at the top.' The page also includes a 'Home' navigation bar with tabs for 'Retrieval', 'Vocabulary', and 'Inference'.
- Right:** A 'Record of Intervention' table for tracking student progress. The table has columns for 'Date', 'Year', 'Intervention number', 'Area of Learning', and 'Vocabulary'. Below this is a larger table with columns for 'Test ID', 'Test & Q', 'Target', 'Date', 'Comments', and '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

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.

The image displays three pages from a 'Shine Reading Skills Year 2 Fiction 2' PDR document. The left page is the 'PREPARE' section, which includes an 'Integration Overview' table with columns for 'Retrieval', 'Vocabulary', and 'Inference'. The middle page is the 'DO' section, containing 'Suggested timetable', 'Teacher guidance', and 'Introducing the texts'. The right page is the 'REVIEW' section, featuring 'Answers' and three 'Skills Practised' boxes: 'Retrieval', 'Vocabulary', and 'Inference'. Each page has a vertical label on its right side: 'PREPARE', 'DO', and 'REVIEW' respectively.

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."


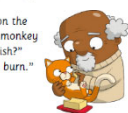
"Okay," agreed the cat. "Let's do it! After you."

"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."

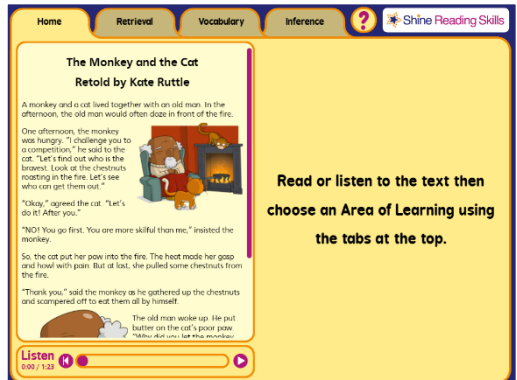



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Online modelling responses software

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

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

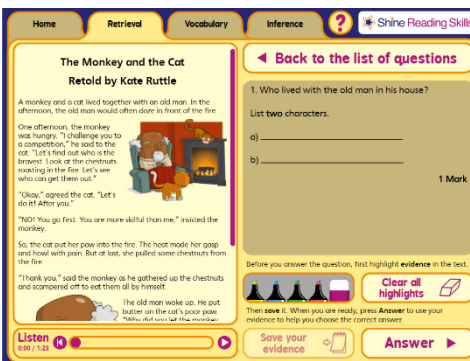
So, the cat put her paw into the fire. The heat made her gasp and howl with pain. But at last, she pulled some chestnuts from the fire.

"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."

Listen 000 / 133

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

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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."

Listen 000 / 133

← 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.

Clear all highlights

This save is. 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.

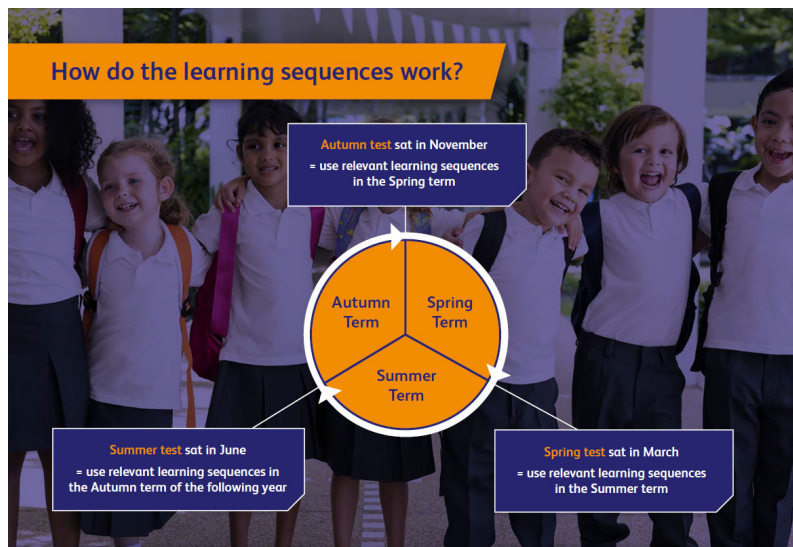
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text, and use this to inform your answer. Answer the question by clicking or typing, and then compare your answer to the model answer.



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 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 formal tests such as NTS or PiRA, or by teacher assessment. 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 standardised termly tests, such as PiRA or NTS. In this instance, the test will have produced for you an analysis of which Learning Sequences are suggested for each child.

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	sca	competition	contest
howl		beam	insisted
<small>Rising Stars 2020 © Hodder & Stoughton Limited</small>		exhausted	gently
		<small>Rising Stars 2020 © Hodder & Stoughton Limited</small>	<small>You may photocopy this page</small>

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.

Record of Intervention

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.