

Book 3
Day 1, 2 & 5

Core Routines: 20 Minutes



Letter Review

3 minutes



Reading Focus Words
Fluently

7 minutes



Cheeky Words

3 minutes

Brain Break



Spelling

7 minutes

Brain Break

Bookwork: 20 Minutes

Each activity is modelled by the teacher.

 Draw the tower



Letter Hooks



Phonological
Awareness

 Practice writing the letter t



Handwriting

Total Time: 40 minutes

Book 3

Day 3: Comprehension Part 1

Explicit Teaching: 15 Minutes



New Words
Teacher Led

7 minutes



Review Words
Partner Practice

5 minutes



Speedy Words
Partner Practice

3 minutes

Brain Break

Introduce the Text: 5 Minutes



Introduce the Text

2 minutes

Link to Prior Knowledge

3 minutes

Guided Reading: 20 Minutes

Teacher Read

Jump In Read

Echo Read

Choral Read

Partner Read

Independent Read

20 minutes



Total Time: 40 minutes

Book 3

Day 3: Comprehension Part 2

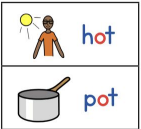
Explicit Teaching: 15 Minutes



Review Focus Words:

- New Words
- Review Words
- Speedy Words

10 minutes



Rhyming Read

5 minutes

Brain Break

Review the Text: 5 Minutes



Discuss the Text

5 minutes

Guided Reading
(Teacher's choice of technique)

3 minutes

Brain Break

Understanding the Text: 20 Minutes

Retell the Story

5 minutes



Fastest Finger

3 minutes

Discussion Questions

10 minutes

Summarise the Story

10 minutes

Total Time: 40 minutes

Book 3 Teaching Techniques



Teach the Letter - Vowel Chapter



Lesson Organisation: The review pile should contain the sounds that the children are already confident on.



Are They Ready To Learn?

Reset the behaviour with "magnet eyes" and "coconut hands".



1. Say the Sound

Introduce the sound using the "My Turn, Your Turn" (MTYT).

Aim to say the sound at least 10 times.



2. Introduce the Picture

Introduce the picture hook.

Isolate the first sound by either stretching or bouncing it.



3. Introduce the Letter

Introduce the written letter.

Show that the letter and the hook picture are the same shape.



4. Reinforce the Link

Use the MTYT technique to model the game.

When the pupils see the picture, they say the picture's name.

When they see the letter, they should say the letter's sound.



5. Review Pile

The purpose of the review pile is to increase the pupils' working memory.

The sound is hidden among other sounds that they are already know.

If the pupils struggle with other sounds, teach these again separately at a later time.



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Book 3 Teaching Techniques

h



Letter Review

Lesson Organisation: *The review pile should contain the sounds that the pupils are about to read in the upcoming focus words.*



Are They Ready To Learn?

Begin the lesson by ensuring the pupils are focused.

Use the routines of "Magnet eyes", "coconut hands" and "fiddle fingers" to establish expectations.

h

1. Recap the Sound

Reintroduce the sound using the MTYT technique.

"We are focusing on the sound h".



2. Recap the Hook Picture

Reintroduce the hook picture.

"What helps us to remember our sound?"



3. Review Pile

Place the new sound into the review pile.

Model the review pile first.

Repeat the process with the 2nd sound



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Reading Focus Words Fluently

Pupil support: Before each round, model at least x2 of the words.
This supports the weakest pupils to make progress.



Are They Ready To Learn?

Reset the pupils' concentration.



1. Sounding Out

model x2



Read with my finger



Repeat the word



Show the picture



What's the word?



2. Think Then Say

model x2

Hold the card back and wait for 5 seconds.

Push the card forward and the pupils call the word.

Repeat the word to confirm the pupils' answer.



3. Speedy Read

model all

The children call the words speedily.

Repeat each word to confirm the answer and
support the weakest pupils.



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Book 3 Teaching Techniques

one

Cheeky Words

Pupil support: These are words which cannot be sounded out.
The pupils need to be explicitly taught how to read each word.



Are They Ready To Learn?

Reset the pupils' concentration.

one

1. New Cheeky Words



State the word



Identify the cheeky part



Show the picture



What's the word?



2. Speedy Read

model first

Show the 3 cheeky words in an unpredictable order.

Repeat each word a few times.



3. Review Words

Introduce the cheeky words from the previous week.

Have the pupils call the words to assess their confidence.



4. Challenge Round

Combine the new and the review cheeky words.

Assess if the pupils can call all of the words speedily.



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Spelling

*Cursive handwriting is an essential element of Jumpstart.
It helps the pupils to learn the **word as a whole**.
This supports their automatic reading.*



Are They Ready To Learn?

Reset the pupils' concentration.

Ensure that pupils do not begin writing before the modelling.



Set Expectations: Discuss Handwriting

Begin by reminding pupils of handwriting expectations:
letter placement, scale and joined letters.

The daily practice will result in the handwriting improving over time.



1. Say It

Tell the pupils what word they are writing.

"Our word is _____."



2. Pinch It

Ask the pupils how many sounds are in the word.

Lead the class in pinching the word - one finger per sound.

Optional extra: Ask the pupils to chant the letter names.



3. Write It

Helicopter between pupils during their independent writing.

Address any issues of handwriting.

Keep saying the segmented sounds and then the whole word.

E.g. "our word is s-i-t, sit."



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Comprehension: Explicit Teaching



Explicit teaching: Before the pupils are ready to read the story, they must first receive explicit teaching on the key information.



Are They Ready To Learn?

Reset pupils' concentration so that they can benefit from the direct instruction.



New Words: Teacher Led

The New Words will always contain: 10 focus words, 3 cheeky words.

Teach these using their regular teaching techniques.

Write all additional New Words on the board.

Practice as a class.



Review Words: Partner Practice

The pupils practice in partners. Helicopter whilst pupils read.

Pupil 1 sounds out and blends each word, whilst Pupil 2 checks their reading.

Instruct the pupils on when to switch roles.



Speedy Words: Partner Practice

The pupils practice in partners. Helicopter whilst pupils read.

Pupil 1 calls each word speedil, whilst Pupil 2 checks their reading.

Instruct the pupils on when to switch roles.



Rhyming Read: Teacher Led

Use the sentence stem "If you can read _____, then you can read _____" to guide the pupils through calling the rhyming words.



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Book 3 Teaching Techniques



Comprehension: Introduce the Text

Making connections: Good readers connect new texts to their own life experiences or previously read stories.



Are They Ready To Learn?

Following a brain break, reset the pupils' concentration.



Optional: Pupils Read Independently

This is an optional step. This step can act as an informal assessment.

NB: Be cautious with the information from this assessment.

Pupils always appear more confident reading in class compared to 1:1 formal assessments.



Introduce the Text

Read the text introduction to the pupils.

Closebook read: Read the story to the pupils whilst their book is closed.

This allows the pupils to just listen and use their imaginations.



Link to Prior Knowledge

Class Discussion:

Have the pupils had any similar experiences?

Do the pupils have any questions about the story?



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Comprehension: Guided Reading

Repeated exposure to the text: *The pupils' automatic reading is supported by their confidence with the text. Repeated reading gives the weakest pupils with the support they need to read more independently.*



Are They Ready To Learn?

Ensure pupils are looking at the text in their workbooks.



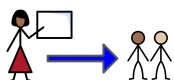
Teacher Read

Read the text with expression. Pupils track with their finger.



Jump In Read

Read the text and pause on keywords. Pupils call out the word.



Echo Read

Read each sentence and pupils repeat the sentence with the same expression.



Choral Read

Teacher and pupils read at the same time.



Partner Read

Pupils alternate reading sentences with their partners.



Independent Read

Pupils read the text independently.



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Book 3 Teaching Techniques



Comprehension: Understanding the Text



Are They Ready To Learn?

Ensure pupils are looking at the text in their workbooks.



Retell the Story

Use the "Talk To Your Partner" to have the pupils retell the story.

Optional: Pupils could act the story with freeze frames



Fastest Finger

Pupils are not allowed to shout the answer out.

Instead they must place their finger on the word which answers the question.



Discussion Questions

Use a variety of pupil participation techniques:

Show me

Voting

Warm call

Choral response



Summarise the Story

Builds on the Retell activity.

Provide the pupils with a sentence stem to model summarisation.

"This is a story about _____."



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