



Book 3 Teachers

Training Session 1

FUNDACI ON
RASS MUSS



Access the Lesson Plans for the day

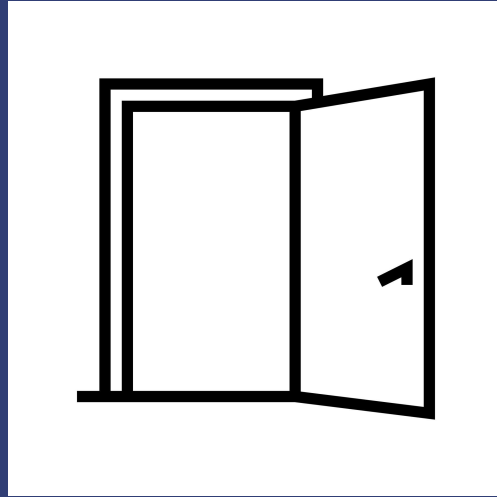


The purpose of the Jumpstart Reading Programme



The Jumpstart reading programme is a **foundational** reading programme which provides pupils with the skills to read with comprehension by the end of Grade 2.

Jumpstart with Language Arts

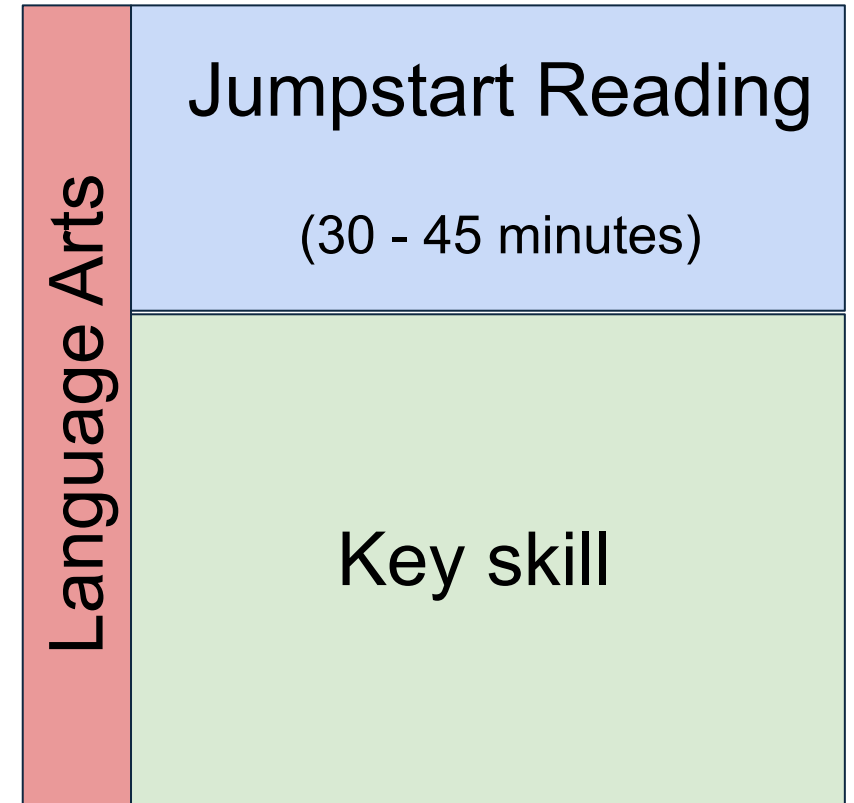


The reading skills taught with the Jumpstart lessons the pupil's entry point into the subject of Language Arts.

But the books are not designed to cover the full Language Arts curriculum.

9 am

The results from the pilot showed that the schools which taught Jumpstart at the start of the day achieved much better results.



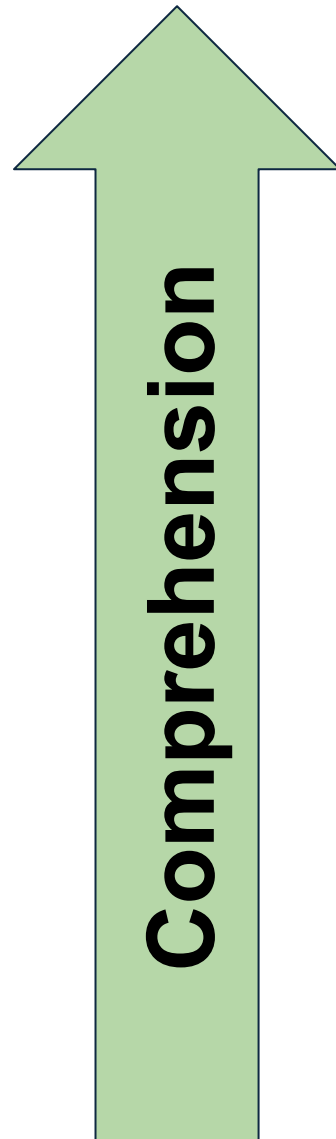
The Reading Journey

Book 1		Book 2	
The alphabet	sh, th, qu, ch	in en ad ot un ap ig og et am ip at	

Book 3		Book 4		
Fluency with simple words		ng, nk, ck,	Blends	Suffixes -y, -ly, ing, -ed ar, or, er, oo

Book 5			Book 6			
Magic e	Double vowels: ai, ay, ee, ea, oa, ow,	igh, oo	Magic e	oi, oy, ir, ur, ou, ow, air, are, ue, ew, au, aw	ce, ci, cy Ge, gi, gy	-tion, -sion, -ture, -ous

The Reading Journey



Multi-syllabics and suffixes

Complex phonetic patterns

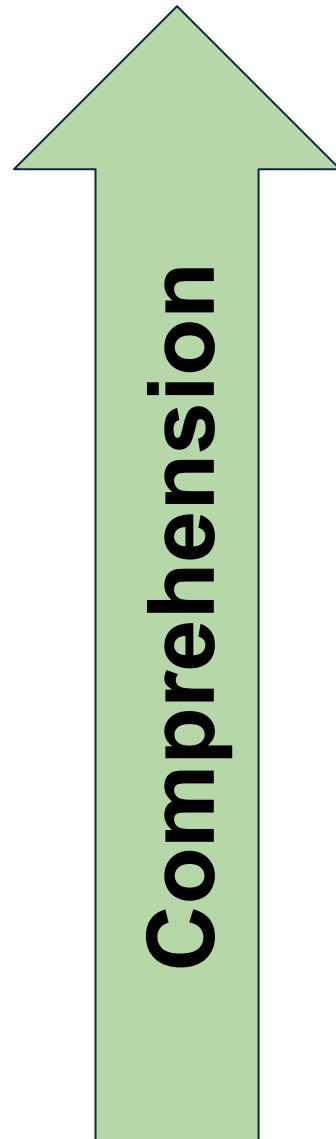
Calling simple words

Sounding out simple words

Letter recognition

• Oral Blending •

Grade 1



Multi-syllabics and suffixes

Complex phonetic patterns

Calling simple words

Sounding out simple words

Letter recognition

• Oral Blending •

End of the year

Beginning of the year

Book 3

Calling simple words

Sounding out simple words

Letter recognition

Oral Blending

Beginning of the year

Step 1 t n	Step 2 s p	Step 3 m d	Step 4 h c
on	sun	mum	hot
in	pen	dad	cat
tin	up	mad	cup
at	pat	and	him
net	sit	man	cut
it	it's	did	had
not	as	am	has
an	is	end	can
ten	pin	my	his
no	so	me	he

Two books per year

Term 1 = 12 weeks

Term 2 = 7 weeks

Term 3 = 8 weeks

September	October	November	December	January
Book 1 (Kinder); Book 3 (Grade 1 and 2)				
0, 1, 2	3, 4, 5	6, 7, 8	Assessments	9, 10, 11, 12
February	March	April	May	June
Book 2 (Kinder); Book 4 (Grade 1 and 2)				
13, 14, 15	16, 17 18	Holidays	19, 20	21, 22, 23
24, Review (3)				

Who is Responsible for Reading?

Who is responsible for reading?

“Miss _____ isn’t here today.”

“I don’t teach language arts.”



“The parents don’t help.”

“It’s just easier if I do it myself.”

Every teacher is a reading teacher.

How to use additional adults

Supporting the Lesson



Modelling participation
'Be the best pupil'



Behaviour Management



Helicoptering

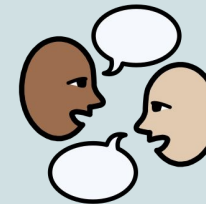


1:1 support

Working 1:1 with pupils



Catch up work



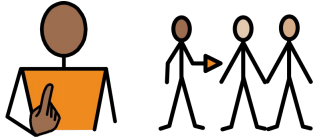
Individual practice



Assessment

Are They Ready To Learn?

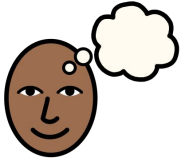
Pedagogy - Teaching techniques



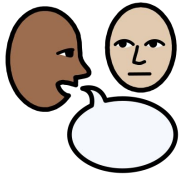
My Turn, Your Turn



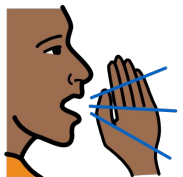
No hands up



Warm Calling: Ask the question, then wait 5 seconds to give all pupil thinking time before calling a name.



Think, pair, share / Talk to your partner: Pupils have 30 seconds to think, then discuss with a partner, then the teacher selects a partner to share.

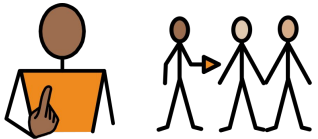


Choral Response: The teacher starts a sentence and all pupils call out the answer. E.g. In this story, the king found a

_____.

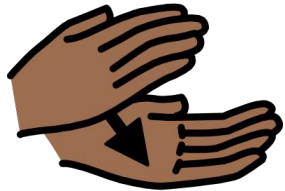
Pedagogy - Setting your routines

Learning Key Facts



My Turn, Your turn

Asking For Silence



Clap response:
Teacher claps a pattern and the children clap it back.

Waterfall:
Children make a sssssshhhhhh noise and drop their hands down.

Increasing Concentration



Magnet eyes:
Redirecting pupil's concentration back to the teacher.

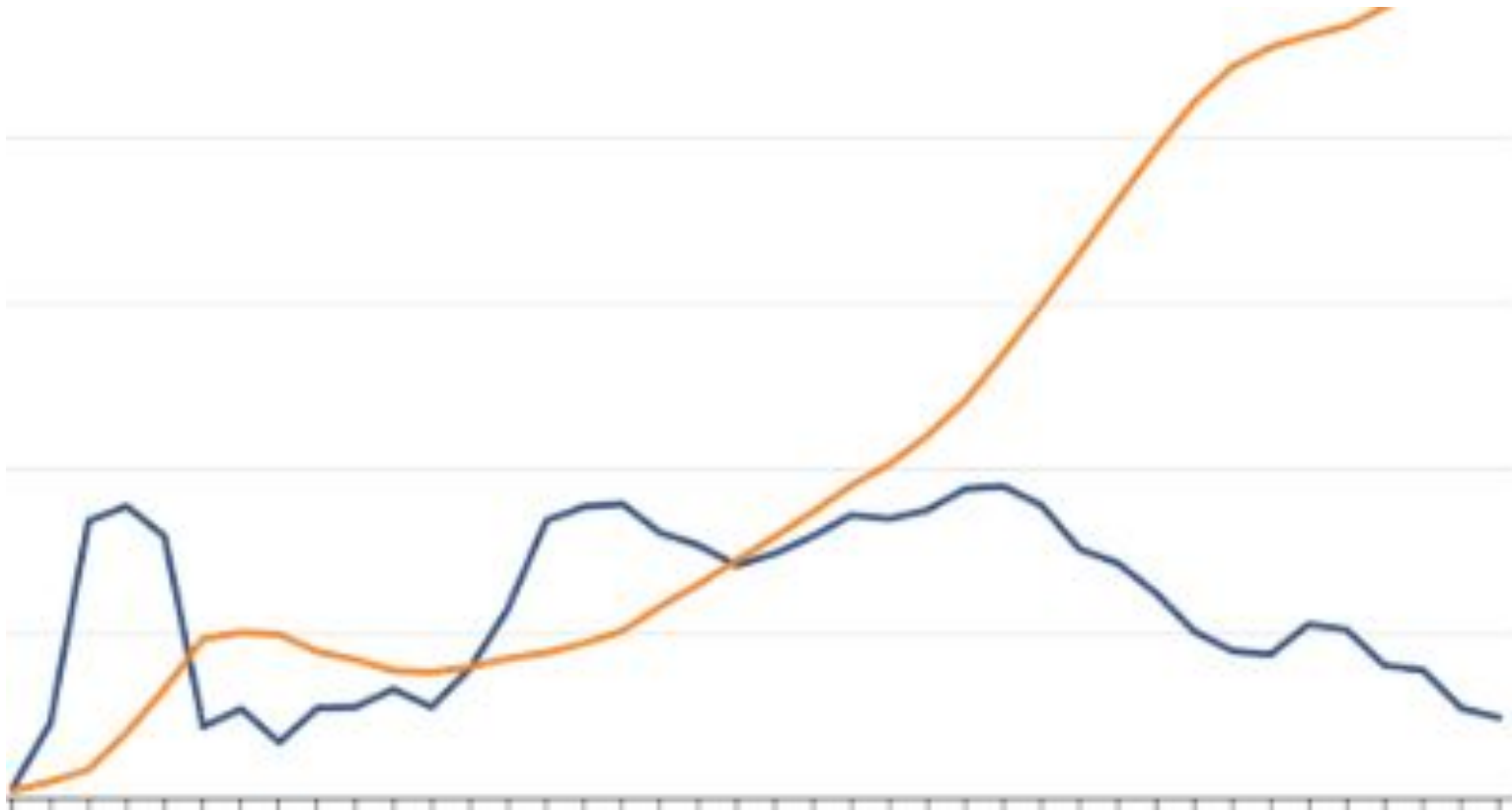


Fiddle fingers:
Useful for making sure that pupils have stopped writing.



Coconut Hands:
Helps pupils to listen to the teacher and not begin a task until instructed.

Consistency



Student behaviour with consistent boundaries.

This originally takes a lot of effort but is eventually rewarding.

Student behaviour varying boundaries

Pedagogy - Positive Praise

5:1



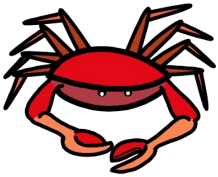
You are faaaaaantastic

Children fan themselves.



You are treeeemendous

Children make a tree with their arms.



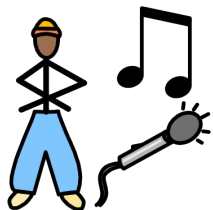
Round of a claws

Children clap in a circle with crab claw fingers.



Marshmallow clap

Children clap with a gap between their hands like they are squishing a marshmallow.



We are proud of you

Children repeat this chant this phrase together with two claps at the end.

Why do we have Jumpstart Routines?

Book 3

Calling simple words

Sounding out simple words

Letter recognition

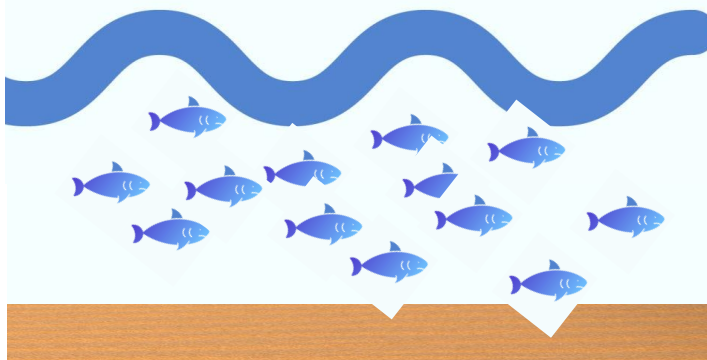
Oral Blending

Beginning of the year

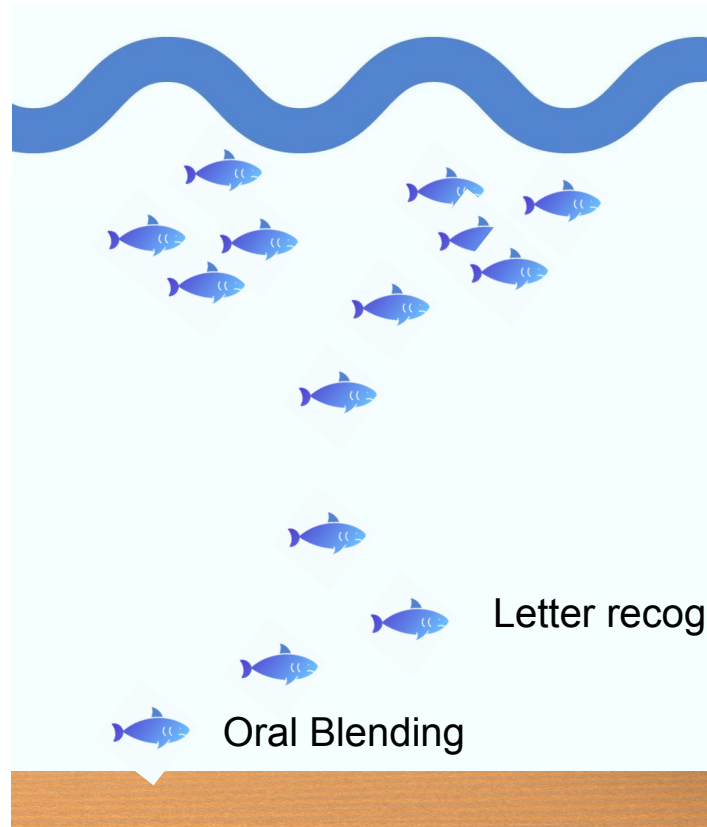
Step 1 t n	Step 2 s p	Step 3 m d	Step 4 h c
on	sun	mum	hot
in	pen	dad	cat
tin	up	mad	cup
at	pat	and	him
net	sit	man	cut
it	it's	did	had
not	as	am	has
an	is	end	can
ten	pin	my	his
no	so	me	he

Students Progress at Different Paces

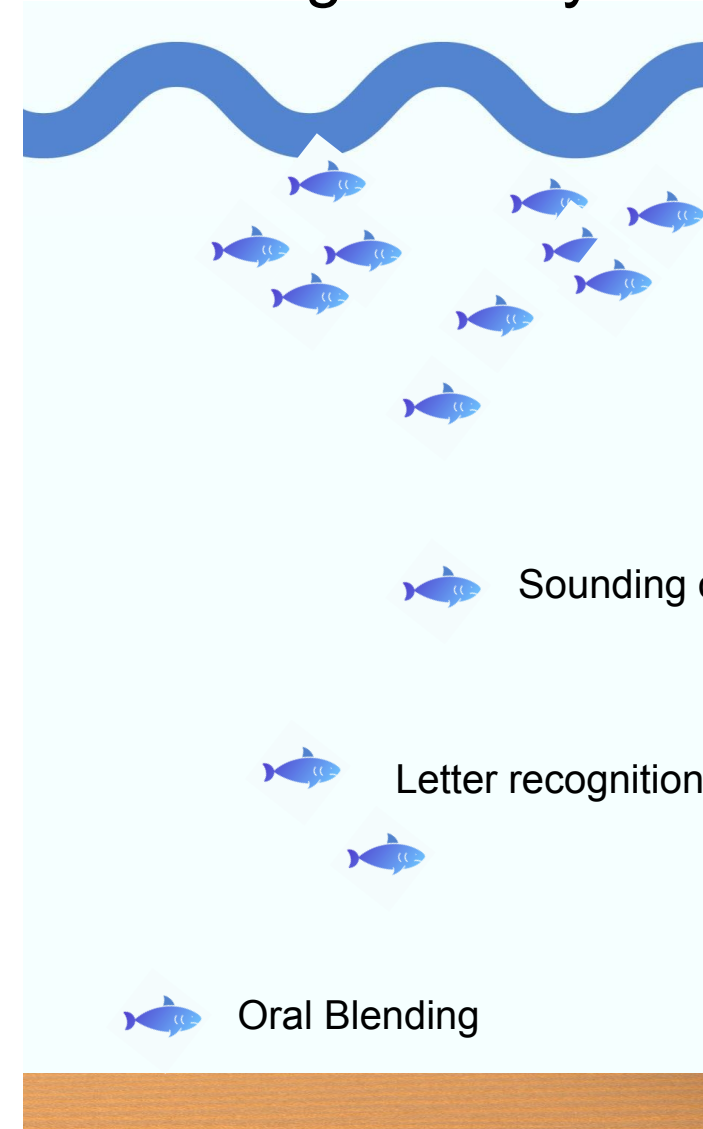
Oral blending &
Letter recognition



Sounding Out
Simple Words

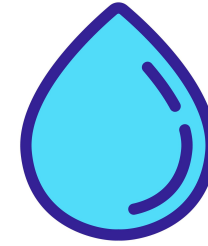
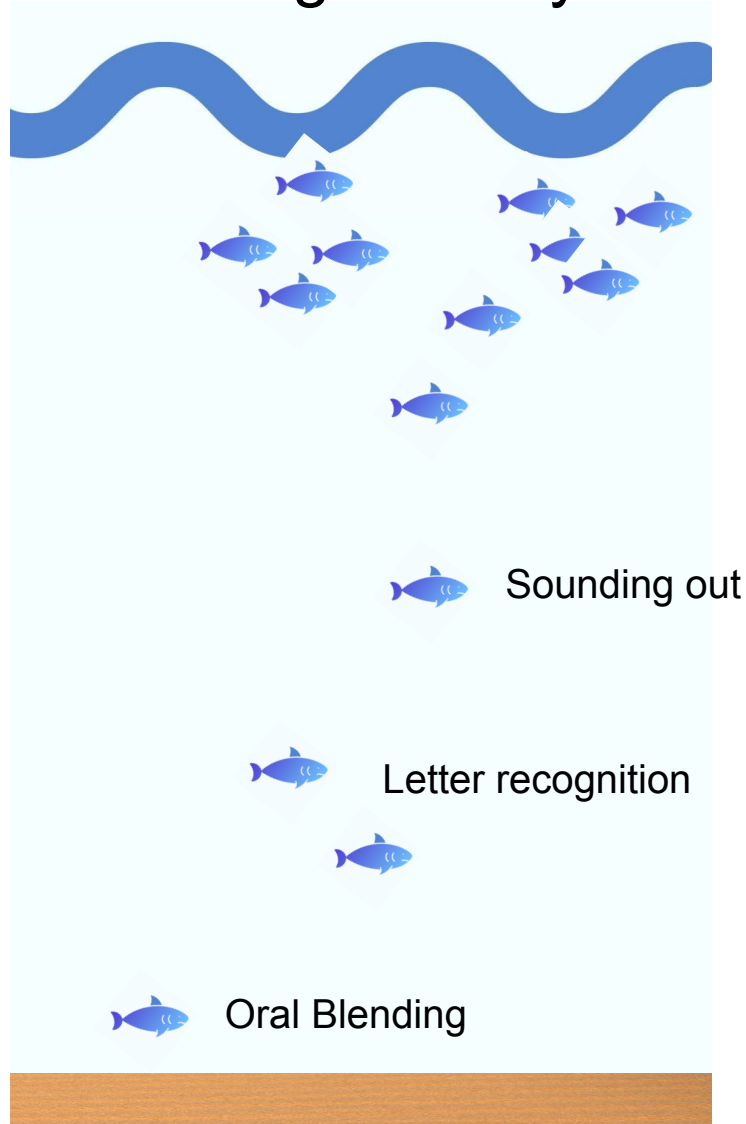


Reading Fluency



How to manage the range of abilities

Reading Fluency



Drip feed in small moments of support

**Isolating key sounds
e.g. ssssssnake**

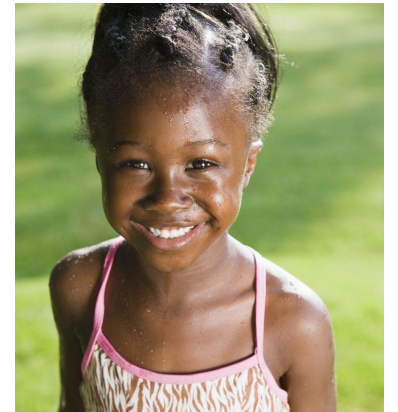
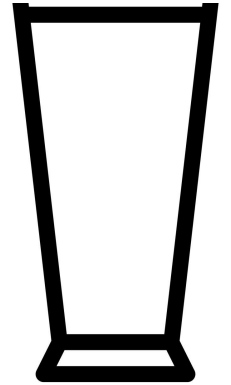
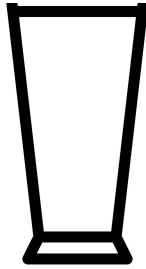
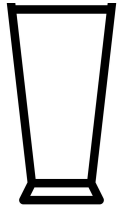
**Using letter sounds
instead of names**

Sounding out key words

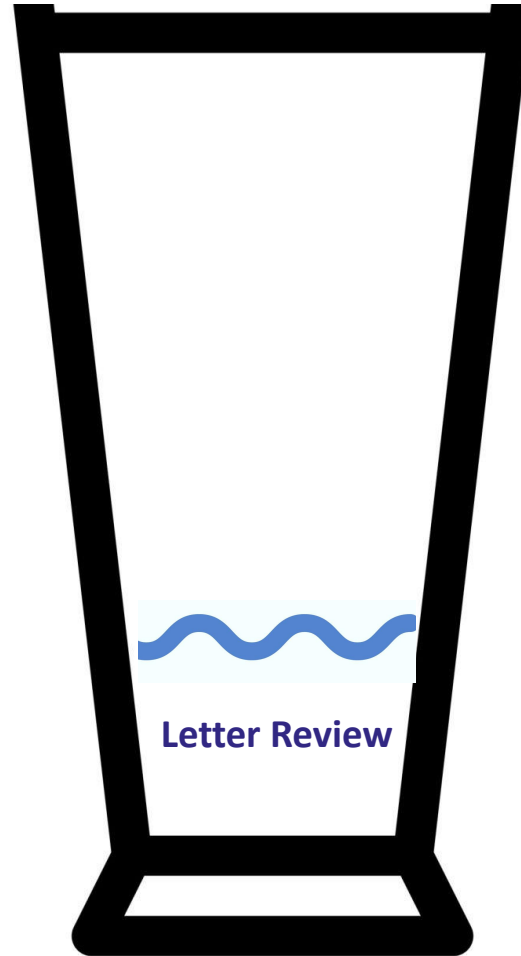
Pinching spelling words

Learning Capacity - The Cup of Learning

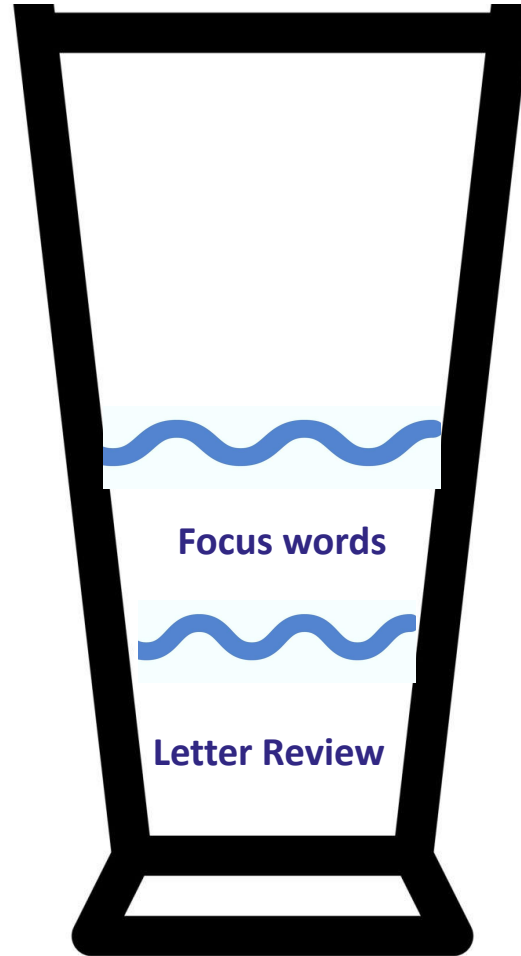
Every pupil has a different size of working memory



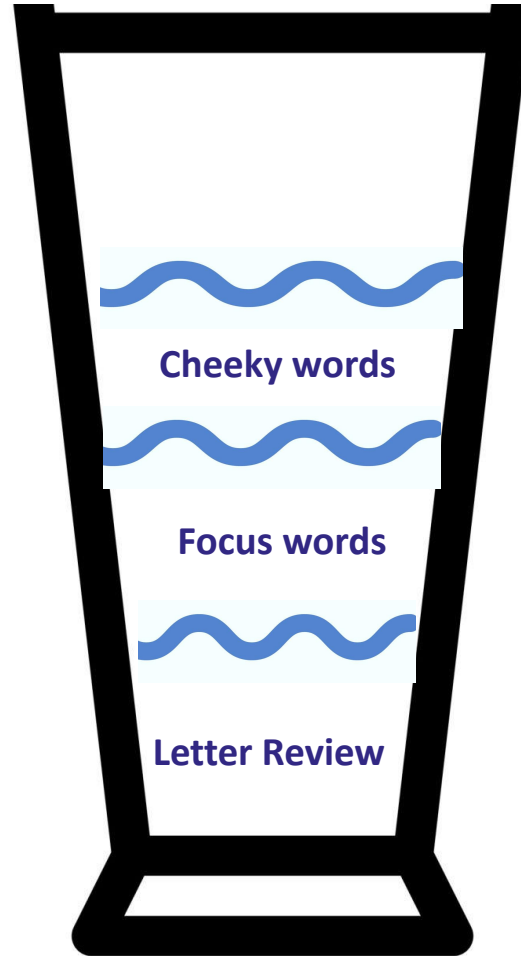
Learning Capacity - The Cup of Learning



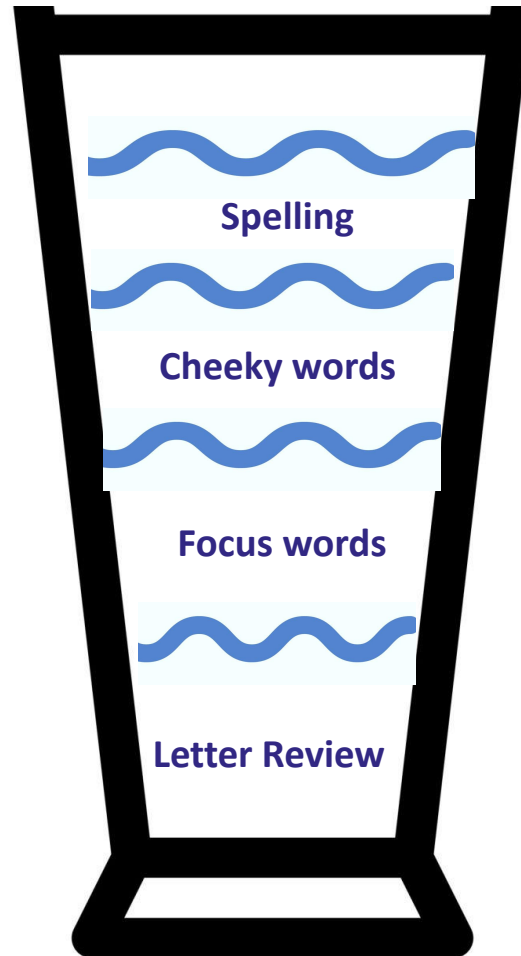
Learning Capacity - The Cup of Learning



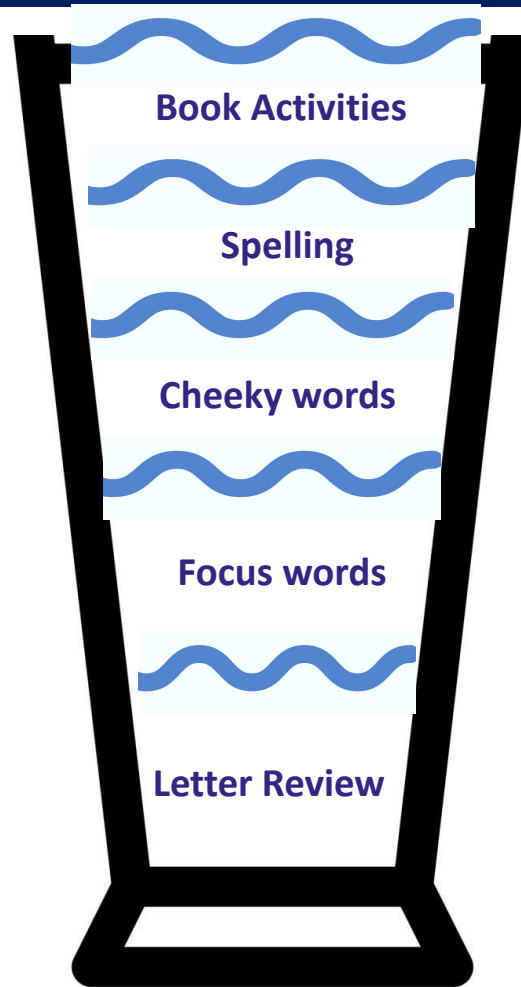
Learning Capacity - The Cup of Learning



Learning Capacity - The Cup of Learning

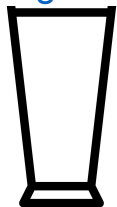


Learning Capacity - The Cup of Learning

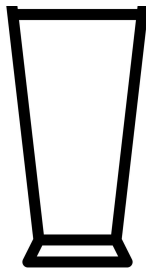


Learning Capacity - The Cup of Learning

Got more confident at sounding out.



Learned the 3 new cheeky words.



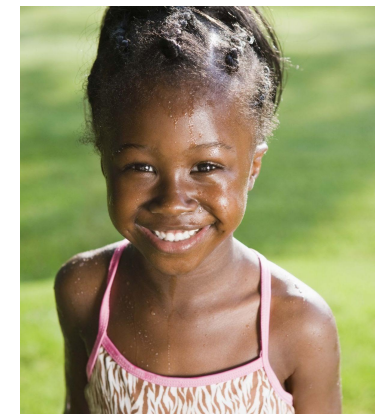
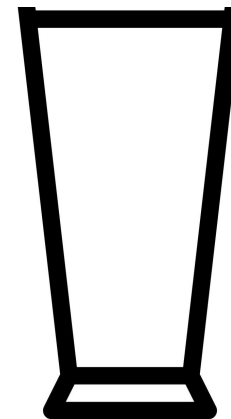
Learned to call 1 new word speedily.



Remembered a letter he had previously forgotten



Can confidently call all the words.



How to teach a vowel lesson



Teach the Letter



Are They Ready To Learn?



1. Say the Sound



2. Introduce the Picture



3. Introduce the Letter



4. Reinforce the Link



5. Review Pile



Praise

Bookwork



Draw the apple.

	
a	a



Practice writing the letter a and say its sound each time.

a a a a a a

aa aa aa aa

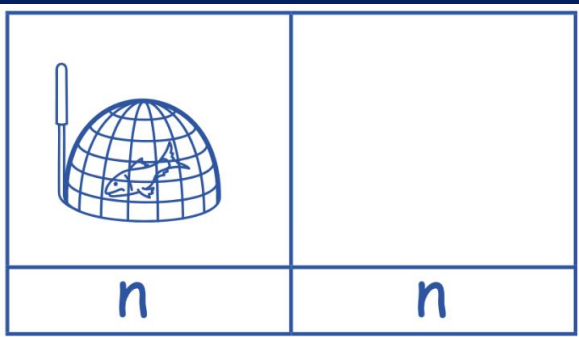
aaa aaa aaa



Track and loop the letter a and say its sound each time.

c p a q s v p t s m a p b s u f a h e p w y
a n u t h i q a p e g a s f r p a b s f k a p
l a g p u g s q w j a p o d a s t o a p y u l

How many did you find? 9 10 11 12 13 14



Draw the Hook Picture



Are They Ready To Learn?



1. Teacher Models



Distribute Workbooks



2. Pupils Draw



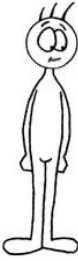
Praise

Teaching the long vowel sound

Short and Long Vowels

Vowels are long and say their name, if they have space to stretch down the line. We can show this space by drawing a flat line above them like this: **wē**

Vowels say their short sound if they are followed by a consonant.

Long Vowels (have space to stretch, so say their long name)	Short Vowels (are squashed so make their short sound)
 no me go Long Jo	not men got Short Sam

Are these vowels long or short?

Write these words on the chart on the side they belong:

hen cat he tap we cup so man



A vowel rhyme to learn:

a e i o u,
without one of these,
no word can you do!

Teaching the long vowel sound

Vowel Cousins: i & y

The letters **i** and **y** are like cousins.

No true English word ends in **i**, so it uses its cousin the letter **y** at the end.

Here are words which do that:



Correct the spelling.

			
fl <i>x</i> - fly ←	cri -	fri -	ski -

So sometimes, **y** acts like a vowel.

The only words which end in **i** we have stolen from Italy
so they are part of our cheeky words.

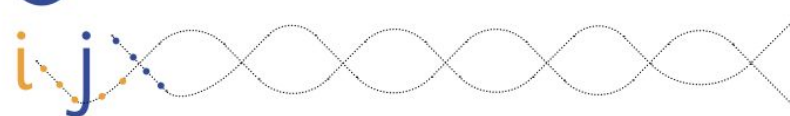


			
taxi	macaroni	spaghetti	Ferrari

English words don't end in **i** or **j**,
Because the dots would bounce away!



Draw more dots bouncing away.



Strides 1 - 12

Pace of the Routines

Letter Review 3 minutes

Focus Words 7 minutes

Cheeky Words 3 minutes

Spelling 7 minutes

Core Routine

20 minutes

The pace that you teach at is the pace that you are training the pupils to read at.



Letter Review



Are They Ready To Learn?



1. Recap the Sound



2. Recap the Hook Picture



3. Review Pile

Repeat the process with the 2nd sound



Praise

Teaching Digraphs



The person in the tower gives the house a present. They say "thank you."



The queen never goes anywhere without her umbrella.



The snake is too noisy so the people in the house say "ssshhhh."



ch-ch-chimney

Teaching the Focus Words



1. Sounding out

Model x 2



Read with my finger



Repeat the word



Show the picture



Repeat the word



2. Think Then Say

Model x 2



3. Speedy Read

Model all



4. Praise

Teaching Spelling



Discuss handwriting



1. Say the word



2. Pinch it



3. Write it



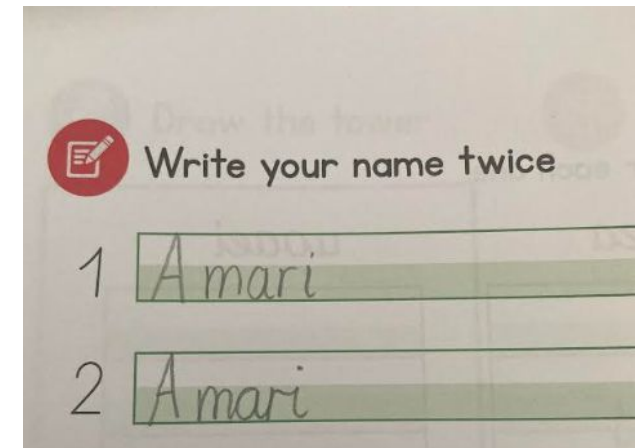
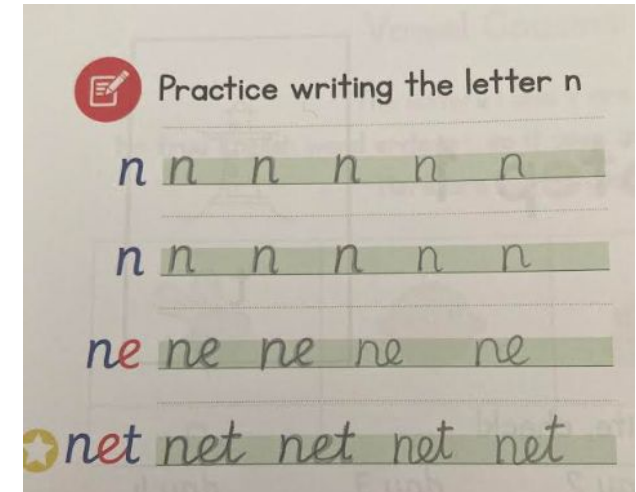
4. Praise

*

Optional extra: Have the pupils
chant the letter names.

Handwriting Expectations

	day 1	day 2	day 3	day 4
on	on	on	on	
in	in	in	in	
tin	tin	tin	tin	



Teaching Cheeky Words

they

1. New cheeky words



State the word



Identify the cheeky part



Show the picture



Repeat the word



2. Speedy read



3. Review words



4. Challenge round



5. Praise

Comprehension

Explicit Teaching

Explicit Teaching: 15 Minutes



New Words
Teacher Led

7 minutes



Review Words
Partner Practice

5 minutes



Speedy Words
Partner Practice

3 minutes

Introduce the Text

Introduce the Text: 5 Minutes



Introduce the Text

2 minutes

Link to Prior Knowledge

3 minutes

Paired Reading

Guided Reading: 20 Minutes



Teacher Read

Jump In Read

Echo Read

Choral Read

Partner Read

Independent Read

20 minutes

Day 2 - Explicit Teaching

Explicit Teaching: 15 Minutes



Review Focus Words:

- New Words
- Review Words
- Speedy Words

10 minutes



Rhyming Read

5 minutes

Day 2 - Review the Text

Review the Text: 5 Minutes		
	Discuss the Text	5 minutes
	Guided Reading <i>(Teacher's choice of technique)</i>	3 minutes

Day 2 - Review the Text

Understanding the Text: 20 Minutes		
	Retell the Story	5 minutes
	Fastest Finger	3 minutes
	Discussion Questions	10 minutes
	Summarise the Story	10 minutes

Be aware of...



Information Overload

“Let’s recap all the words that we’ve done previously.”



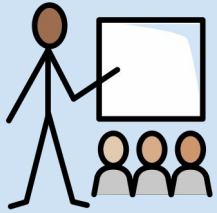
Assessment or Instruction

“I just want to see what they can do.”

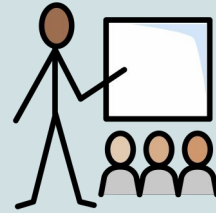


Supporting the Weakest Students

Mechanisms of Support



Whole Class Lessons



Whole Class Reviews



Interventions

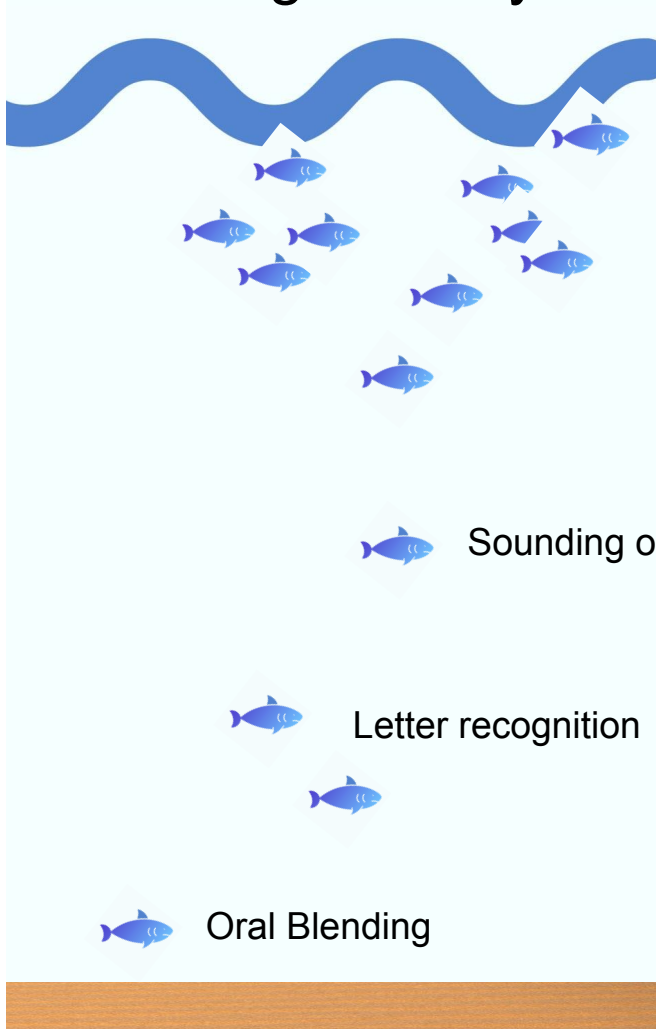


Homework

Whole Class Lessons



Reading Fluency

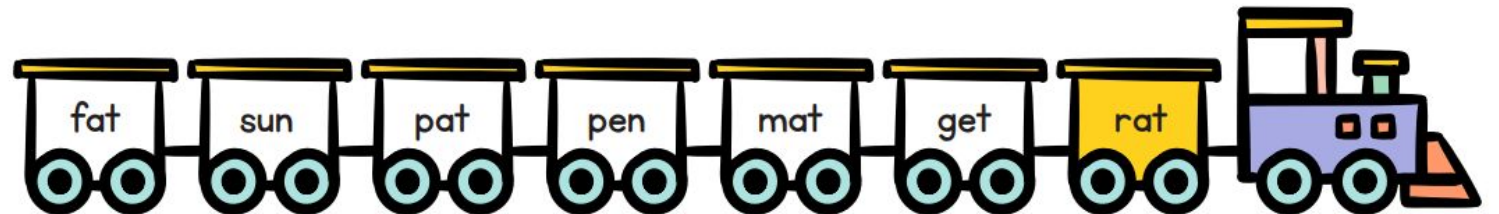


Find the same word as the one in the purple box and colour it in like this.

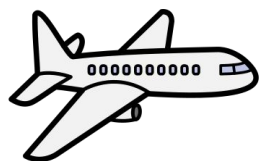
man	cat	mat	sit	man	men
just	tin	just	tan	just	them
wet	we	was	well	wet	went
will	will	well	wag	will	fill
web	hat	this	web	them	then



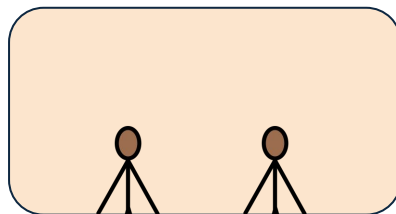
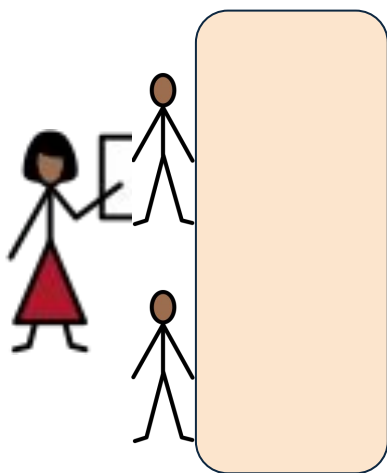
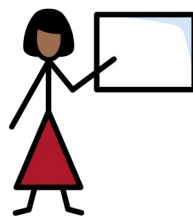
Colour the words that rhyme with 'cat'



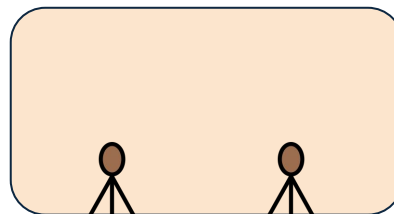
Whole Class Lessons



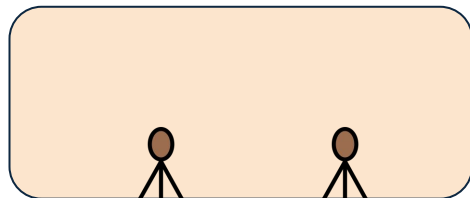
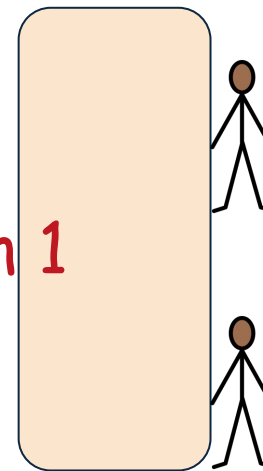
Have a flight plan when the pupils are working independently. Who will you check in/support first?



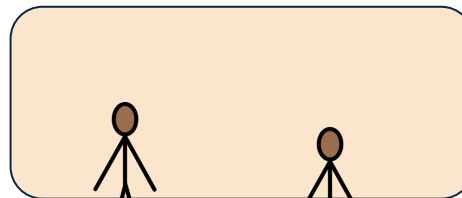
Check-in 3



Check-in 1



Check-in 2



Whole Class Lessons



You can set up support in a pupils book before the lesson to help them achieve the target of the exercise.

 **Word maker**
How many words can you make out of these letters?

Eg: ca → cat, can, cap

ma →	pe →
1. <u>ma</u>	1. <u>pe</u>
2. <u>ma</u>	2. <u>pe</u>
3. <u>ma</u>	3. <u>pe</u>

 Write the vowel in the middle of each word:

				
o i a	u t p			

Whole Class Reviews



9 am

Jumpstart class lesson

1 minute review

Break Time

3 minute review

Lunch Time

3 minute review

3 minute review

Home Time

Whole Class Reviews



Practising a letter
and picture link



Sound review pile



Focus words



Speedy reading sight



Rereading the comprehension
story

Interventions



An intervention should target the next step for that pupil.

a Q

Pupil 1:

Oral Blending	s	a	t	i	m	n	o	p	b	c	g	h	d	e	f	v	k	l	r	u	j	w	z	x	y	ch	sh	th	qu	Step 1
Begin... ▼	/																													

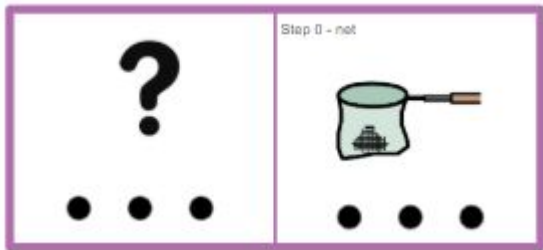
Pupil 1 has SEN and has a very short attention span.

Intervention target: Saying 'a-a-apple' when shown the 'a' card.

Interventions



An intervention should target the next step for that pupil.



Pupil 2:

Oral Blending	s	a	t	i	m	n	o	p	b	c	g	h	d	e	f	v	k	l	r	u	j	w	z	x	y	ch	sh	th	qu	Step 1
Begin... ▼	1	1	1	1	1	1	1	1		1		1		1	1	1	1	1	1		1		1							B... ▼

Intervention target: Oral blending and step 1 words.

Interventions



An intervention should target the next step for that pupil.

Pupil 3: Just missing a few words from each step.

...ing the words. Your teacher will tick all the ones you can do.

Step 1 t n	Step 2 s p	Step 3 m d	Step 4 h c	Step 5 r k	Step 6 g l
on ✓	sun ✓	mum ✓	hot ✓	run ✓	got ✓
in ✓	pen ✓	dad ✓	cat ✓	kid ✓	pig ✓
tin ✓	up ✓	mad ✓	cup ✓	rat ✓	leg ✓
at ✓	pat ✓	and ✓	him ✓	red ✓	lap ✓
net ✓	sit ✓	man ✓	cut ✓	kiss ✓	gap ✓
it ✓	it's ✓	did ✓	had ✓	rot ✓	get ✓
not ✓	as ✓	am ✓	has ✓	kept ✓	tell ✓
an ✓	is ✓	end ✓	can ✓	kit ✓	long ✓
ten ✓	pin ✓	my ✓	his ✓	kick ✓	help ✓
no ✓	so ✓	me ✓	he ✓	sick ✓	go ✓

Now try the Cheeky Words too

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
to ✓	put ✓	do ✓	have ✓	saw ✓	some ✓
into ✓	two ✓	does ✓	her ✓	are ✓	come ✓
one ✓	you ✓	said ✓	I ✓	or ✓	most ✓

Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
				the	

Intervention target: Daily quick practise of the words they are missing.

Interventions - What difference do they make?

School A
Teaches daily
but does not
conduct
interventions.

Oral Blending	s	a	t	i	m	n	o	p	b	c	g	h	d	e	f	v	k	l	r	u	j	w	z	x	y	ch	sh	th	qu	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8			
Begin...	1							1																						W										
Begin...	1	1	1	1	1	1	1	1			1		1	1			1	1	1	1			1							B...	N...	N...								
Confi...	1	1		1	1	1	1	1						1																B...										
Worki...	1	1	1	1	1	1	1	1		1		1	1	1	1			1	1	1	1									W										
Worki...	1	1	1	1	1	1	1	/	1		1		1	1	1					1	1	1			/					B...	N...	N...								
Beginner	1	1	1	1	1	1	1	1	1	1		1		1			1	1	1	1			1	/						W	W	N...								
Confid...	1	1	1	1	1	1	1	1					1				1			1										C...	C...	C...	C...	W	W	W				
Confid...	1	1	1	1	1	1	1	1	1			1	1	1	1	1	1	1	1	1			/	/							C...	C...	C...	C...	C...	C...				
Workin...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	/		/	/					C...	W	W	N...						
Workin...	1	1	1	1	1	1	1	1		1		1	1	1	1	1	1	1	1	1	1										C...	C...	C...	C...	C...	C...	C...		W	
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1			1	1	1	1	1						C...	C...	C...	C...	C...	C...	C...				
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						C...	C...	C...	C...	C...	C...	C...				
Workin...	1			1	1		1						1																	B...										
Beginner			1			1			1																					B...	N...									

School B
Personalised
intervention
schedule.

Oral Blending	s	a	t	i	m	n	o	p	b	c	g	h	d	e	f	v	k	l	r	u	j	w	z	x	y	ch	sh	th	qu	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	
Begin...																														W								
Confi...	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	/	/	1					C...	W	W	W						
Confi...	1	1	1	1	1	1	1	1		1	1	1		1	1	1	1		1	1	1	1	1					C...	C...	W	C...	W						
Worki...	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1		1	1	1		1				C...	C...	W	C...	W	W	B...				
Confi...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	C...	C...	C...			
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	C...	C...	C...			
Beginner	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				C...	C...	C...	C...	W	W	B...				
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	C...	C...	C...			
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	W	C...	W	C...			
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	W	W	W	W			
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	C...	C...	C...			
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	W	C...	C...			
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	C...	C...				
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	W	W	C...			
Confid...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			C...	C...	C...	C...	C...	C...	C...	C...			
Workin...																												C...	W									

Intervention Logs

Date: 24.2.26 Leadership check in (Date and signature): _____

Pupil(s)	Target	Mon	Tues	Wed	Thurs	Fri
Delroy	 Oral blending + letters  Focus words  Fluency	 CH	SPORTS DAY	 CH	 CH	Absent
Ahmed, Jamal, Mercy, Posey	 Oral blending + letters  Focus words Step 1  Fluency	 CH		 CH		 CH
Patrick, D'nique, Miracle	 Oral blending + letters  Focus words Step 2  Fluency				 CH	

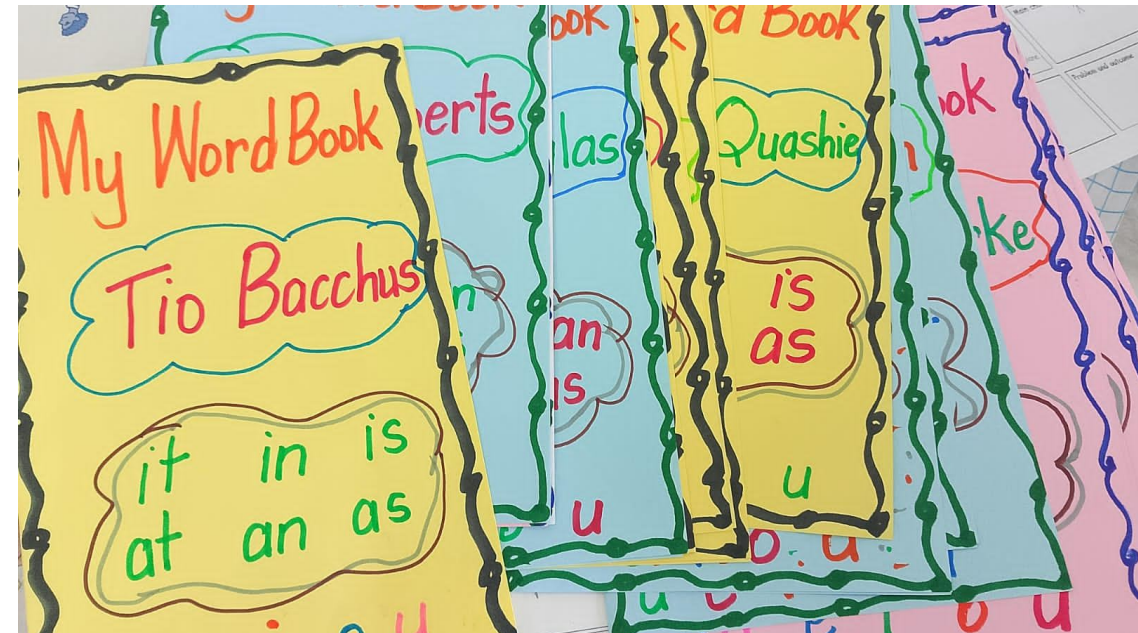
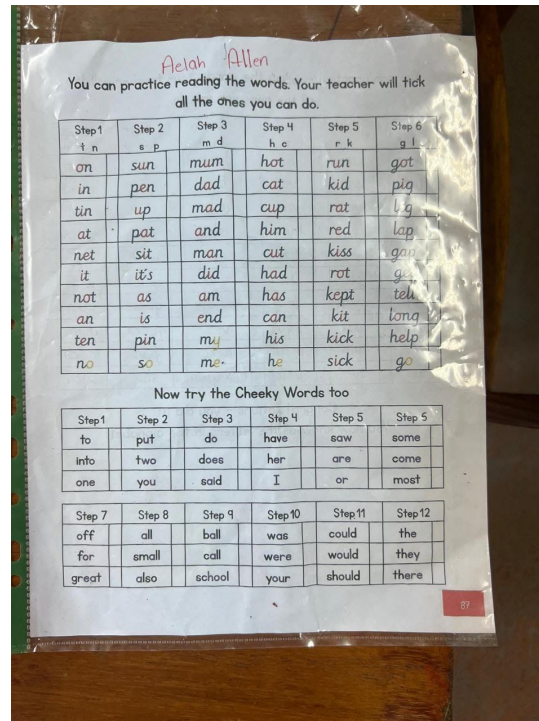
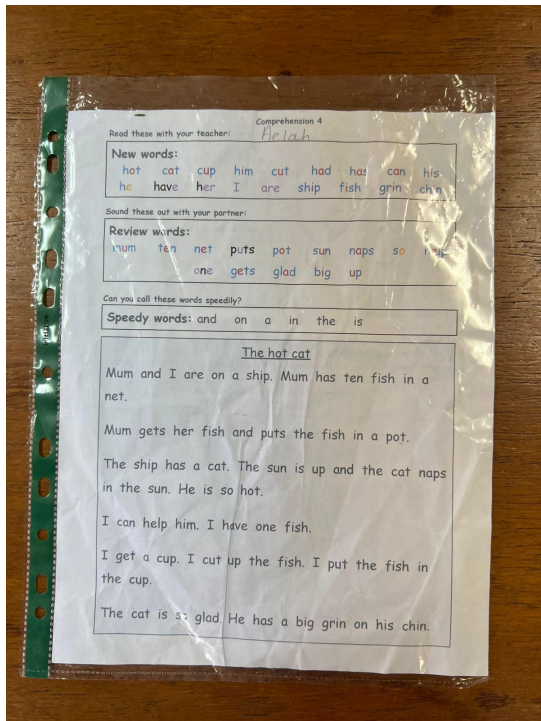
Homework

Many parents feel overwhelmed by reading. Give them very simple targets to work on.

"They just need more reading practise."

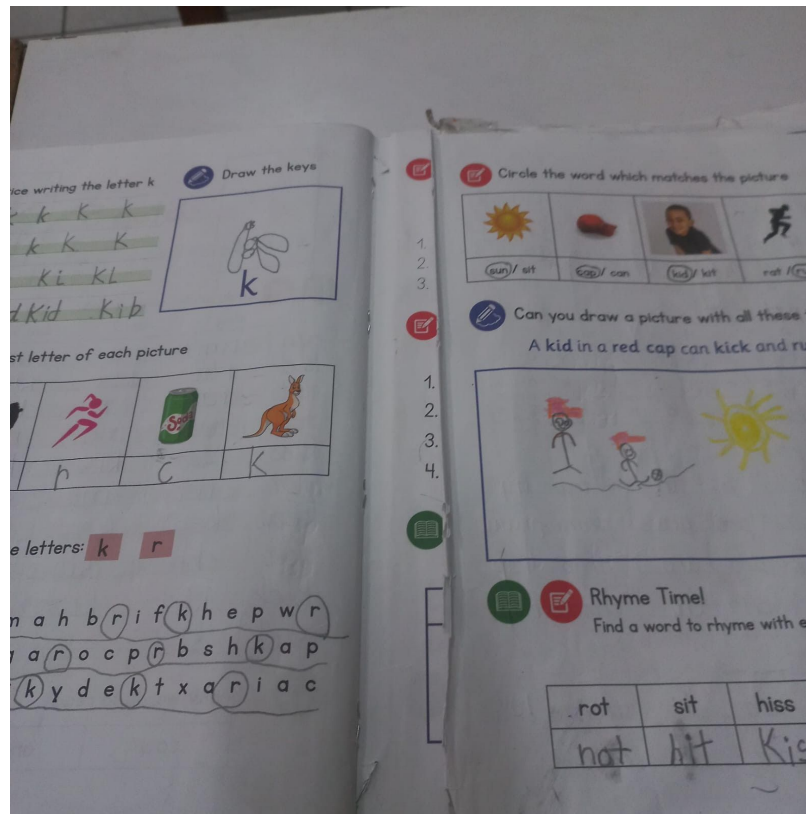
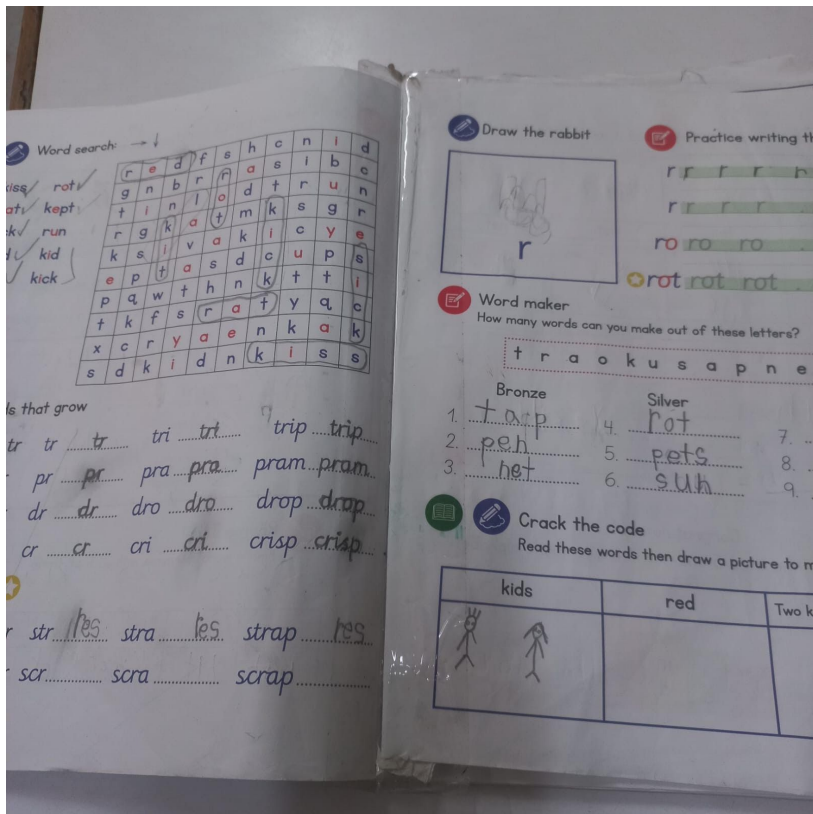
vs

"These are their next 5 words."



Admin

Maintaining the books.



Homework
videos:

Jumpstart >
Resources >
At Home



Audience Q&A

Feedback

