

60-Second Reading Intervention Programme Guidance

Current teacher assessment frameworks suggest that a good indicator of children reading with fluency is their ability to read 90 words per minute. Being able to read at this speed consistently and with little effort allows space for children to focus on their understanding of a text (although some children will be able to read fluently and with sufficient understanding at a rate below this). Reading fluently means that a child is reading with both speed and accuracy and any words read in that time should not require overt sounding out or blending.

What Does This Intervention Programme Offer?

This 60-Second Reading Intervention Programme offers previously unseen texts which progress in difficulty across 10 levels. Straightforward plans ensure that support staff will feel confident with carrying out this intervention. Each session is designed to last approximately 10 to 15 minutes for a quick, fun and engaging way of boosting reading progression.

Initially, texts are aimed at children who have a reading age of less than 5 years and they contain a maximum of 40 words per text. Eventually, texts become suitable for children with a reading age of over 7 years and contain an average of 150 words per text. Alongside developing fluency, this programme gradually builds comprehension skills by providing accompanying questions that begin by requiring a verbal answer and progress towards constructing written responses.

By using the accompanying running record, this programme offers diagnostic guidance which allows you to identify specific weaknesses and tailor the scheme to support each individual child. The tracking grid allows you to accurately assess the progress of all children within your class at a glance.

What Can Information from This Intervention Programme Be Used For?

When delivered on a regular basis using the accompanying running record, information gained from this intervention programme can be used to:

- assess pupils' reading speed and fluency;
- highlight gaps in pupils' phonics knowledge;
- identify the next steps in a pupil's learning journey;
- identify gaps and tailor provision for groups;
- report information on pupils' progress to parents and caregivers;
- develop a consistent approach to reading intervention across KS1;
- allocate support staff time effectively;
- identify books appropriate for a pupil's reading level.



What Components Are Included within This Pack?

Included within this pack is:

- a teacher guide which outlines the intervention programme and includes suggestions for how to best use the information gained from using the scheme;
- a series of texts which progress in reading age and difficulty from Level 1 to Level 10. Each level contains a fiction text, a non-fiction text and a poem and all texts are accompanied by questions designed to boost pupils' comprehension skills;
- a running record for each text which allows a comprehensive overview of a pupil's attainment. Data from these can be used to evidence pupils' progress throughout the intervention;
- home learning activities for each level which relate to the texts. These will allow parents and caregivers to feel more involved in the intervention process as well as consolidating children's understanding of the text;
- an analysis grid which calculates pupils' accuracy percentage for each text and provides an overview of all pupils' progress across the entire intervention.

What Information Is Available on the Recording Sheet?

On the recording sheet, you will find:

- the text name and text type;
- the total word count for the text;
- comprehension questions and possible answers;
- a list of common exception words covered within the text.

Common exception words are common words which don't follow the spelling or phonics rules taught in years 1 and 2. They are set out in the DfE's English Appendix 1: Spelling.

Common Exception Words									
Year 1				Year 2					
a	his	push	was	after	class	floor	most	pretty	
are	house	put	we	again	climb	gold	move	prove	
ask	I	said	were	any	clothes	grass	Mr	should	
be	is	says	where	bath	cold	great	Mrs	steak	
by	love	school	you	beautiful	could	half	old	sugar	
come	me	she	your	because	door	hold	only	sure	
do	my	so		behind	even	hour	parents	told	
friend	no	some		both	every	improve	pass	water	
full	of	the		break	everybody	kind	past	who	
go	once	there		busy	eye	last	path	whole	
has	one	they		child	fast	many	people	wild	
he	our	to		children	father	mind	plant	would	
here	pull	today		Christmas	find	money	poor		


visit [twinkl.com](https://www.twinkl.com)

How to Complete a Running Record

Running records allow for a comprehensive understanding of a child's reading ability. Alongside recording the accuracy of the words read, running records can provide insight into a child's reading behaviour by analysing the strategies they use throughout the text. These records provide evidence of progress throughout the intervention, as well as giving information about the suitability of each reading level for individual children.

When completing a running record, it is important that you are in a place that is quiet and free from interruptions. The record should be completed as the pupil is reading.

This is the same text that the children are reading. As they read, make notes above the corresponding word.

These columns provide an overview of the errors made. They allow for a quick assessment of a pupil's accuracy.

					E errors	S-C self-correction	M meaning	S structure	V visual	
Text					E	S-C	Errors M S V		S-C M S V	
Dogs can hear lots of things that we										
cannot. They can help us if we cannot hear.										
There are some dogs that can tell us if a car										
is near so that we do not cross the road.										
Words Read in 60 Seconds:										

Running Record Analysis									
Errors			Self-Correction			Reading Level			
M	S	V	M	S	V	Easy	Appropriate	Challenging	
						More than 95% accuracy	90 - 95%	Less than 90% accuracy	
						Accuracy:	%	S-C Rate:	1:

These columns provide a quick tally of any errors or self-corrections.

The accuracy percentage will allow you to determine an appropriate reading level for each child.

Ensure that you are timing the amount of words that have been read in 60 seconds. This will allow for accurate assessment of a child's ability to read the suggested 90 words per minute.

To complete a running record, annotate over each word as the child reads using these symbols:

✓	If a word is read correctly, indicate this with a tick.
—	If a word is missed out, indicate this with a dash.
then	If a word is incorrect, write down the word which was said in its place.
then S-C	If a child self-corrects, use S-C after the incorrect word.
M	Meaning: If a misread word still matches the context of the sentence, label the error with an M.
S	Structure: If a misread word still matches the grammatical structure of the sentence, label the error with an S.
V	Visual: If a misread word is visually similar to the original word, label the error with a V.

In this example, all of the words have been read correctly and have been annotated accordingly using a tick. As no errors or self-corrections have been made, the columns stay empty.

Text	E	S-C	Errors M S V	S-C M S V
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Dogs can hear lots of things that we				
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ cannot. They can help us if we cannot hear.				

In this example, the word 'of' has been omitted. This has been shown by using a dash above the missed word. An error is shown in the column.

Text	E	S-C	Errors M S V	S-C M S V
✓ ✓ ✓ ✓ — ✓ ✓ ✓ Dogs can hear lots of things that we	1			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ cannot. They can help us if we cannot hear.				

In this example, the word 'things' has been read as 'then'. This has been annotated above. The child has then self-corrected. As the word 'then' is visually similar to the word 'things', a V has been noted in the self-correction box.

Text	E	S-C	Errors M S V	S-C M S V
✓ ✓ ✓ ✓ ✓ then S-C ✓ ✓ Dogs can hear lots of things that we		1		✓
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ cannot. They can help us if we cannot hear.				

In this example, a child has misread the word 'things' as 'sounds'. As the new word fits with the context of the sentence, an M is noted in the errors column.

Text	E	S-C	Errors M S V	S-C M S V
✓ ✓ ✓ ✓ ✓ sounds ✓ ✓ Dogs can hear lots of things that we			(M)	
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ cannot. They can help us if we cannot hear.				

In this example, the pupil has added in an extra word. The extra word is noted above. This extra word counts as an error but does not add to the overall word count. As the error conforms to the structure of the text, an S is annotated in the error column.

Text	E	S-C	Errors M S V	S-C M S V
✓ ✓ ✓ ✓ ✓ ✓ ✓ just Dogs can hear lots of things that we ^A			(S)	
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ cannot. They can help us if we cannot hear.				

How to Calculate a Child's Accuracy Percentage

To calculate a child's accuracy percentage, divide the total number of words read correctly by the total number of words in the text. Then, multiply this answer by 100.

number of words read correctly	÷	total number of words in the text	=	
-----------------------------------	---	--------------------------------------	---	--

	x	100	=	accuracy percentage
--	---	-----	---	---------------------

For example:

There are **56 words** in the Level 3 text 'Let's See Gran'.

Child A makes 8 errors while reading. This means that they have read 48 words correctly.

To calculate the accuracy percentage:

$$48 \div 56 = 0.86$$

$$0.86 \times 100 = 86$$

Child A's accuracy percentage is 86%

What Information Can Be Gained from a Child's Accuracy Percentage?

Calculating a child's accuracy percentage provides important information about the suitability of a text and can inform the next choice of reading material. For each text, the content can be assessed as being easy, appropriate or challenging.

Easy: More than 95% accuracy

An accuracy percentage above 95% indicates that the text is not providing enough challenge for the individual. In this case, it is suggested that the child is moved to a higher and more challenging level.

Appropriate: 90-95% accuracy

An accuracy percentage of between 90% and 95% indicates that the text is providing a good challenge for the individual without being too difficult. In this case, it is suggested that the child stays on the current level and progresses within the programme.

Challenging: Less than 90%

An accuracy percentage below 90% indicates that the text is too challenging for the individual. In this case, it is suggested that the child would need to move down to a lower text level.

For example:

Child A has started the reading intervention on the Level 3 text, 'Let's See Gran'. They read the text with an accuracy percentage of 86%. This indicates that they are finding the text too challenging and would benefit from starting the programme at a lower level. As their accuracy percentage is not far from the appropriate range of 90-95%, Child A is moved down slightly onto the Level 2 texts.

Child B has also started the reading intervention on the Level 3 text, 'Let's See Gran'. They read 32 words correctly, giving them an accuracy percentage of 57%. This indicates that the text is far too challenging and they would benefit from starting the programme at a lower level. This time, as their accuracy percentage is significantly lower than the appropriate range, Child B is moved down further to the Level 1 texts.

How to Calculate a Child's Self-Correction Ratio

A child's self-correction ratio can be expressed using the number of self-corrections made and the total number of errors made.

$$\boxed{\text{total number of self-corrections made}} : \boxed{\text{total number of errors made}} = \boxed{\text{Self-correction ratio}}$$

For example:

Child A reads the Level 3 text, 'Let's See Gran'.

In total, they made **8** errors. **2** of the errors were **self-corrected**.

The self-correction ratio is expressed as 2:8.

If possible, simplify the ratio by a common factor.

Child A's self-correction ratio is 1:4

Child A corrected 1 out of every 4 errors.

What Information Can Be Gained from a Child's Self-Corrections and Errors?

Self-correction is a useful skill for any reader to have. A child who is self-correcting is showing that they understand that there is a problem with something that they have read. Depending on the types of errors made, self-correction can provide valuable information about the child as a reader. A child with a self-correction ratio of 1:4 is showing evidence that they can self-monitor their reading.

When analysing a child's reading ability, it is important to pay attention to the types of errors which are being made. These errors can provide valuable information which can inform the next steps taken during the intervention.

The following table provides an overview of potential errors and what this could indicate for the child you are reading with. It is important to remember that each child is different and these indications may not always apply to the individual you are working with.

Types of Errors	What These Could Indicate	What You Could Try as a Result
The child is choosing to omit words while reading.	<p>The reader relies on sight words and is reluctant to decode words that they have not seen before or that they are unfamiliar with.</p> <p>The child is not using the context or illustrations to help them with understanding the text.</p> <p>The child is a nervous reader and does not want to attempt difficult words for fear of failure.</p>	<p>Ask the child if they recognise any little words inside the bigger words. Ask if there are any sounds that they recognise.</p> <p>Before reading the text, discuss the title and the illustrations. Ask the child to predict what the text will be about.</p> <p>Ensure that you are in a place where the child cannot be overheard by others. Provide plenty of encouragement and praise.</p>

<p>This child is misreading words but within the context of the text. (M)</p>	<p>The child is reading too quickly or impulsively.</p> <p>The child has a good understanding of the context of the text which they have gained from the text and illustrations.</p>	<p>Encourage the child to slow down while reading.</p> <p>If the word the child says is vastly different from the one which is written down, read the child's word back to them and ask them if the written word looks the same as the one which was said out loud. For example, the child may have said the word 'donkey' where the text uses the word 'horse'.</p>
<p>The child is misreading or inserting words which match the grammatical structure of the text. (S)</p>	<p>The child has read the next word and is already trying to make it fit grammatically within the sentence.</p> <p>The child is reading too quickly or impulsively.</p>	<p>If the inserted/misread word does not make sense, say the sentence back to the child and ask them if it makes sense.</p> <p>Encourage the child to slow down while reading.</p>

Strategies for Attempting Tricky or Unfamiliar Words

When encountering new or unfamiliar words, it is important that children are equipped with a range of strategies. If a child is finding a word difficult, encourage them to try one or more of these strategies:

- using pictorial clues to help with the context;
- recalling what they have already read to gain context from the text;
- breaking up the word into syllables;
- recognising similar words;
- looking for smaller words within the word.

Being able to employ a range of strategies is a vital skill for any reader. If a child is relying heavily on one strategy, it is important to encourage them to use others. This will enable them to be able to choose the most effective strategy for each difficult or unfamiliar word that they encounter.



How to Complete the Analysis Grid

Input the number of words read correctly by each child into this column.

The names and levels of each text are displayed across the top of the document.

	Level 1: The Cat Gets Wet		Level 1: Sid's Lost Bag		Level 1: Dogs That Help Us		Level 2: Spring Is Here		Level 2: Glen's Odd School	
Child's Name	Words Read Correctly	Accuracy Percentage	Words Read Correctly	Accuracy Percentage	Words Read Correctly	Accuracy Percentage	Words Read Correctly	Accuracy Percentage	Words Read Correctly	Accuracy Percentage
Child A	32	89								
Child B	36	100								
Child C	34	94								

This column allows you to track the progress of each child who is taking part in the intervention.

The accuracy percentage will be automatically calculated based on the number of words read correctly. The cell will then change colour to show the suitability of the text.

To start, enter the name of each child who will be taking part in the intervention in the column titled **Child's Name**.

After each session, input the number of words read correctly by each child in the column titled **Words Read Correctly** below the corresponding text.

The adjacent cell titled **Accuracy Percentage** will automatically calculate the accuracy percentage. This cell will then change colour to show how appropriate the reading level is.

challenging

appropriate

easy

Overview of Texts Included within This Pack

Level 1 - Reading age of approximately <5 years

Total word count per text: 30-40 words

Content: Phase 2 and Phase 3 sounds, Phase 4 clusters and year 1 common exception words

- **Poetry:** The Cat Gets Wet
- **Fiction:** Sid's Lost Bag
- **Non-Fiction:** Dogs That Help Us

Level 2 - Reading age of approximately <5 years

Total word count per text: 40-50 words

Content: Phase 2 and Phase 3 sounds, Phase 4 clusters and year 1 common exception words

- **Poetry:** Spring Is Here
- **Fiction:** Glen's Odd School
- **Non-Fiction:** How to Plant a Seed

Level 3 - Reading age of approximately 5-5.5 years

Total word count per text: 50-60 words

Content: Phase 2-4 sounds, year 1 common exception words and some year 2 common exception words

- **Poetry:** Let's See Gran
- **Fiction:** Trip to the Park
- **Non-Fiction:** Swim and Splash

Level 4 - Reading age of approximately 5-5.5 years

Total word count per text: 60-70 words

Content: Phase 2-4 sounds, year 1 common exception words and some year 2 common exception words

- **Poetry:** Blast Off!
- **Fiction:** Hitoshi Feels Unwell
- **Non-Fiction:** Is It a Frog or a Toad?



Level 5 - Reading age of approximately 5.5-6 years

Total word count per text: 70-80 words

Content: Phase 2-5 sounds, year 1 and year 2 common exception words

- **Poetry:** An Underwater Critter
- **Fiction:** The Trip to Camp
- **Non-Fiction:** Snail Facts

Level 6 - Reading age of approximately 6-6.5 years

Total word count per text: 80-90 words

Content: Phase 2-5 sounds, year 1 and year 2 common exception words

- **Poetry:** Dreams of You
- **Fiction:** Sports Day
- **Non-Fiction:** Let's Cross the Road

Level 7 - Reading age of approximately 6-6.5 years

Total word count per text: 90-100 words

Content: Phase 2-5 sounds, year 1 and year 2 common exception words

- **Poetry:** Let's Go Outside!
- **Fiction:** A New Trick
- **Non-Fiction:** Athletics

Level 8 - Reading age of approximately 6.5-7 years

Total word count per text: 100-120 words

Content: Phase 2-6 knowledge, year 1 and year 2 common exception words

- **Poetry:** I Am Me
- **Fiction:** A Shock at School
- **Non-Fiction:** Cranky Crocodiles



Level 9 - Reading age of approximately 6.5-7 years

Total word count per text: 120-150 words

Content: Phase 2-6 knowledge, year 1 and year 2 common exception words

- **Poetry:** Barry the Bear
- **Fiction:** The Silly Race
- **Non-Fiction:** How to Make Paper

Level 10 - Reading age of approximately 7 years+

Total word count per text: 150+ words

Content: Phase 2-6 knowledge, year 1 and year 2 common exception words

- **Poetry:** My Pet Dog
- **Fiction:** The Circus
- **Non-Fiction:** Starfish

More texts will be made available for each level in 2020.

