

A rapid catch-up programme for older readers



# Reading Quest

## Programme Guide



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## 2. Welcome and Programme Introduction

With Reading Quest, older pupils who struggle with decoding and fluency can catch up with early reading skills and access the wider curriculum. This second-generation systematic synthetic phonics programme (SSP) is specifically designed to target the needs of struggling older readers.

One of the key advantages of Reading Quest is its unique online assessment programme. This assessment precisely identifies gaps in reading skills, allowing teachers to tailor their instruction accordingly. By teaching students at the highest point in the programme necessary for them to make progress, Reading Quest ensures that they receive targeted and effective support.

Reading Quest offers easy-to-use thirty-minute lessons, providing intervention for small groups or individual students. Each Quest includes targeted teaching of the phonic code, common exception words (red words) and key reading skills. Students then immediately apply these skills through reading engaging texts and targeted writing or spelling activities. The complete programme has been designed to ensure it is age-appropriate to engage and motivate students.

Students will develop the decoding skills and reading fluency they need to be able to read unfamiliar texts confidently, giving them a solid foundation to fulfil their academic potential.

Reading Quest is ideal for students who:

- Have not met reading expectations of primary school or who are not at expected levels in upper Key Stage 2 or lower Key Stage 3.
- Speak English as an Additional Language (EAL) and those who are new to the UK education system and may not have been taught phonics at primary school.
- Have high amounts of absence.
- Have gaps in their phonic knowledge.
- Need to read with increased fluency.

Using FFT's bespoke online **Reading Assessment Programme (RAP)**, students' phonic gaps can be precisely identified, ensuring students are taught at the highest point in the programme. This is referenced in the DfE Reading Framework 2023 which says, *'pupils who need the support of a Systematic Synthetic Phonics Programme (SSP) should start at the highest point in the programme that is necessary for them to make progress and not from the beginning. This might mean that some pupils will need to be taught individually, others can be taught in groups if they are working with pupils with a similar level of phonic knowledge.'*

Also included is our engaging digital reading platform, **Reading Quest Online**, designed to support consolidation and practice and develop fluency both in and out of school.

Reading Quest is designed by teachers with extensive experience in helping older students catch up with reading. Our age-appropriate texts progress cumulatively and are designed with older readers in mind. The programme will help students become confident readers so that they can access the wider curriculum.

# 2. Scope & Sequence

Student Workbook (Use once target GPCs to revisit identified)	Quest	GPCs targeted in Quest <i>NB a customised plan is generated from assessment – not all GPCs need to be taught</i>
Student Workbook 1	Quest 1	s, a, t, p, i, n, m, d
	Quest 2	g, o, c, k, ck, e, u, r
	Quest 3	h, b, f, ff, l, ll, ss
	Quest 4	j, v, w, x, y, z
	Quest 5	zz, qu, ch
	Quest 6	sh, th, ng
	Quest 7	ai (train)
	Quest 8	ee (tree)
	Quest 9	igh (light)
	Quest 10	oa (goat)
	Quest 11	oo (zoom)
	Quest 12	oo (book)
	Quest 13	ar (car)
	Quest 14	or (corn)
	Quest 15	ur (purple)
	Quest 16	ow (cow)
	Quest 17	oi (boil)
Student Workbook 2	Quest 18	ear (near)
	Quest 19	air (hair)
	Quest 20	er (batter), ure (pure)
	Quest 21	ay (play)
	Quest 22	ou (shout)
	Quest 23	ie (tie)
	Quest 24	ea (tea)
	Quest 25	oy (boy)
	Quest 26	ir (girl)
	Quest 27	ue (blue)
	Quest 28	aw (saw)
	Quest 29	ew (new)
	Quest 30	a_e (cake)
	Quest 31	e_e (compete)
Student Workbook 3	Quest 32	i_e (crocodile)
	Quest 33	o_e (home)
	Quest 34	u_e (huge)
	Quest 35	-y (happy), -y (fly)
	Quest 36	ow (snow)
	Quest 37	soft c (ice), soft g (gem)
	Quest 38	ire (fire)
	Quest 39	are (care)
	Quest 40	tch (watch)
	Quest 41	ph (phone)
	Quest 42	-ly, ous, ssion, tion, -ful
	Quest 43	-y, -est
	Quest 44	-ed, -ment
	Quest 45	-ing, -er, -ant

## 3. Roles and Responsibilities

### The Role of Leadership

It is important that leaders support the changes involved in the implementation of Reading Quest. It is essential leaders ensure that:

- Reading is prioritised so that all students can access the curriculum.
- High expectations for pupil achievement are set and maintained.
- All school staff are fully supported and equipped to teach the programme effectively.
- There is appropriate timetabling of sessions.
- A Reading Quest Lead is identified who, with support from leaders, will be responsible for implementing the programme and its day-to-day management. Ideally, the Reading Quest Lead should be a senior member of staff with a strong background in early reading. **It is of vital importance that the person leading the programme is given time to undertake the role, support staff training and become knowledgeable about the programme so that they can acknowledge and celebrate progress.**

To provide specific feedback and recognition, it is important for the school leaders to spend dedicated time monitoring Reading Quest lessons. The Headteacher and Leadership Team should also work closely with any agencies/stakeholders to ensure that pupils attend school, read outside of school, and support the school's policy and practice.

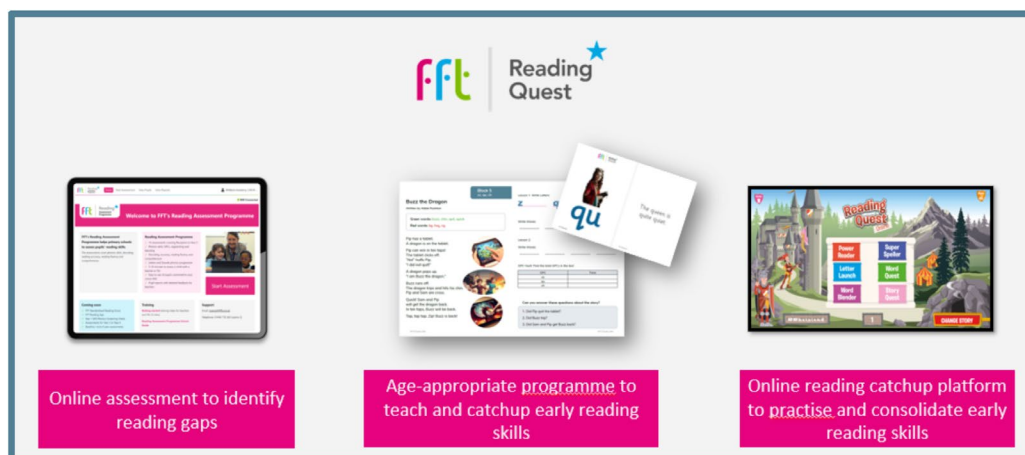
### The Role of the Reading Quest Lead

Together with the school leaders, those leading the programme should:

- Be clear on the roles and responsibilities of the Reading Quest Lead.
- Have a full and comprehensive understanding of the programme by completing the training sessions that accompany the Reading Quest programme.
- Support the Leadership Team to ensure the implementation and development of the programme are a school priority.
- Update school policies that outline the school approach to phonics and reading and other relevant aspects of the curriculum.
- Support the development of a team of teachers and adults to ensure that they have the skills, knowledge and experience to teach phonics and early reading/writing skills effectively, which might involve the following activities:
  - organising initial and ongoing training;
  - auditing provision: for example, staff knowledge, materials and teaching pedagogy;
  - visiting classrooms on a regular basis both to monitor and support staff
- Inform and develop parental involvement as much as possible.
- Address areas of development identified in audits.
- Organise and maintain resources so that all staff have the tools required to implement the programme effectively.
- Manage the assessment process and use assessment data to monitor and evaluate pupil progress.
- Be knowledgeable about all aspects of the programme. Therefore, the Lead should set aside time to read newsletters for programme changes and develop their own practice, knowledge, skills, etc.
- Communicate with the Support Team at FFT, both in the start-up phase and on an ongoing basis as required.

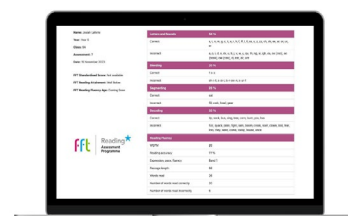
*Please note, these are not exhaustive lists, and other actions can be identified by schools as required.*

## 4. How Reading Quest Works



The Reading Quest programme guides practitioners through a series of steps from identification to reassessment and monitoring:

1. Identify struggling readers.
2. Diagnostic assessment using FFT's Reading Assessment Programme (RAP).
3. Deliver a sequence of targeted intervention using Reading Quest.
4. Reassess students regularly using RAP to monitor progress.

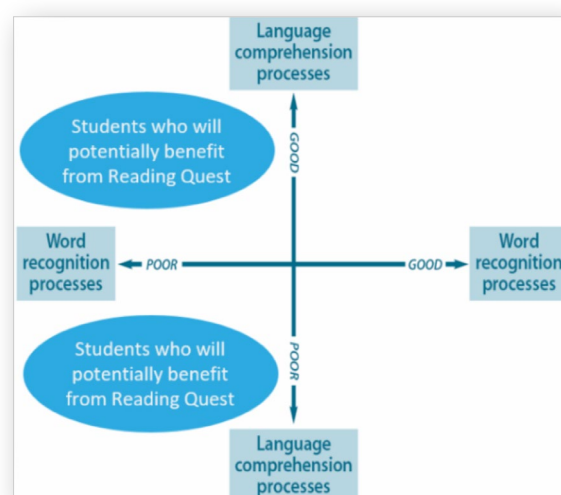


### 1. Identifying struggling older readers

The Simple View of Reading is a useful starting point when identifying older struggling readers. According to the original theory, an individual's reading comprehension is the product of their decoding skill and language comprehension (Gough & Tunmer, 1986).

Reading Quest is designed to support pupils to master word recognition through the direct teaching of phonics and apply that knowledge to develop decoding accuracy, fluency and comprehension.

Identifying pupils who are still not proficient readers will depend on the data and assessment systems pertinent to each individual school or academy trust.



Here are a few suggested starting points:

- Students in Key Stage 3 with a DfE scaled score of less than 95 in Key Stage 2 Reading standards.
- Students who achieve a mark around 85 on a Standardised Reading Test.
- Students who have decoding and reading fluency difficulties in lessons.
- Students with a reading age below 8 years.

## 2. Diagnostic assessment using FFT's Reading Assessment Programme (RAP)

One of the key benefits of Reading Quest is its unique online Reading Assessment Programme (RAP). Within RAP there is a specific assessment for Reading Quest - FFT Reading Quest Assessment.

This assessment precisely identifies the gaps in basic reading skills that students have, allowing teachers to determine which pupils would benefit from Reading Quest.

Once students have been assessed, a decision can be made on their targeted intervention based on the diagnostic reports within RAP.

### Identifying Gaps – decoding and fluency

The Scope and Sequence (Section 2) of the programme sets out the GPCs that are taught progressively through the programme. Gaps in this GPC sequence are identified on a GPC Heatmap and the associated Quest numbers are clearly identifiable.

For pupils with GPC gaps, we recommend using Reading Quest immediately. A learning sequence of Quests units can be easily created from the GPC Heatmap and a plan of action started.

Included in the programme is a GPC Pupils Heatmap. This allows you to see all students that have been assessed on the Reading Quest assessment in one table. (Further explanation of this can be found in Section 5 - Creating a Well-matched Learning Sequence).

Students with decoding scores below 70% are highlighted, as are those students performing at above 95% GPC accuracy level. These indicators are there to support staff to make a speedy start with the programme and to organise groups effectively.

Fluency is presented through a Words Correct Per Minute Score (WCPM) and scores below 90 are highlighted to indicate that fluency needs to be further developed and practised.

Where there are GPC gaps as well as a fluency score below 90, pupils need to follow the Quest Units as detailed in the GPC Heatmap. Where pupils gain 100% in GPC accuracy then fluency scores need to be considered. If pupils are falling below a 90 WCPM, then fluency needs to be the focus. For these students, we suggest starting direct teaching sessions at Quest 42 and working through to the end of Workbook 3 while also using Reading Quest Online to support reading fluency. There are 15 additional texts within Reading Quest Online designed for this purpose.

**\*Note:** this may also be the case for students with a WCPM score of 90-135 (see appendix – Developing Reading Fluency).

Another way of supporting fluency is to use the Student Workbooks. They include **all** the texts as well as optional activities, both of which can be useful ways to practise and consolidate reading accuracy, automaticity and prosody; the components of fluency.

There are other easy-to-use reports and filters within RAP to support you in identifying gaps and tailoring the instruction. These are explained in our further training and guidance.

### 3. Deliver a sequence of targeted intervention using Reading Quest supported by Reading Quest Online

By teaching students at the highest point in the programme, Reading Quest ensures that they receive targeted and effective support. *Successful schools go beyond this initial recognition and precisely diagnose the specific difficulties for each pupil.* (Ofsted, March 2024).

Students will make the best progress if the intervention is tailored to their exact needs. Where possible, consider which students would be better taught one-to-one for all or some of the Reading Quest lessons and which students would be best grouped together. For group teaching, it is important that pupils are grouped with others who have similar phonic gaps and fluency levels. Groups may change as students make progress so keeping grouping flexible is essential.

Reading Quest Online can also be used to adapt and consolidate students' learning and can be used to make group teaching targeted and manageable.

It is important to balance direct teaching and consolidation (either online or through the workbook activities) so that students receive the precise teaching they require.

The flexible options available within the programme allow staff to manage groups of students. For example, if 6 students are working on Reading Quest with an allocated adult; 2 may need some direct teaching of a Quest Unit while the others consolidate and practise a previously taught lesson on Reading Quest Online. They could also be re-reading texts or completing activities set out in the workbooks. Having a space to support this flexible style of teaching will ensure that progress through Reading Quest is targeted.

### 4. Reassess students regularly using RAP to monitor progress

The FFT Reading Quest Assessment should be used at regular intervals to keep track of the pupils and to determine the progress students are making. We suggest repeating the assessment after 6 weeks of teaching, where students are completing at least 3 lessons per week.

It is important to monitor both GPC accuracy and WCPM fluency scores.

Included in the resources is a Reading Quest Pupil Record Sheet (further explanation of this can be found in Section 5 - Creating a Well-matched Learning Sequence). It is designed to be printed off and used as an ongoing record. The information clearly displayed in the FFT Reading Quest Assessment can be transferred onto this document so that the Reading Quest learning sequence is documented. Formative assessment notes can be added and it can be used to support groups, timings and for monitoring.

Regular reviews are encouraged throughout the programme and especially at the end of each workbook.

## 5. Creating a Well-matched Learning Sequence

Reading Quest is designed to target gaps in a student's phonic knowledge and support them to decode accurately, read words at a glance, and build fluency for comprehension.

Knowing where those gaps are is key to building a learning sequence that is well-matched to a student's needs. This targeted approach will enable each student to make rapid progress in the most efficient way possible.

Once the gaps have been identified via the FFT Reading Quest Assessment in the Reading Assessment Programme, the information can be used to plan out the Reading Quest journey for individual pupils or small groups of students.

### Completing a FFT Reading Quest Assessment

The assessments are designed to be completed by a pupil with the support of an adult (teacher or TA) and, where possible, should be completed in a quiet area with no distractions. It is important to access training on the assessment programme prior to using the FFT Reading Quest Assessment on RAP and to stay up to date on developments to the programme. (Session 3: Screening and Assessing Pupils).

At the start of each assessment section, a splash screen is provided to give a brief explanation for how to complete the particular section.

Progress through each of the sections within the assessment is displayed on the top of the screen along with details of the pupil and the number of the assessment.

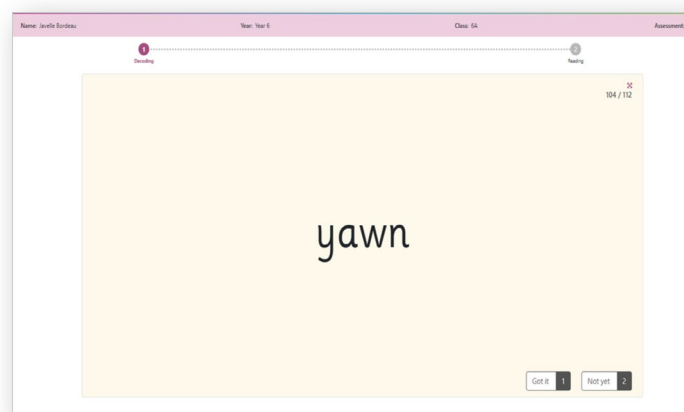
The assessment is started by clicking 'Let's go!'

The FFT Reading Quest Assessment is split into 2 sections: decoding and fluency.

#### 1. Assessing Decoding

Pupils will be presented with a variety of words on the screen.

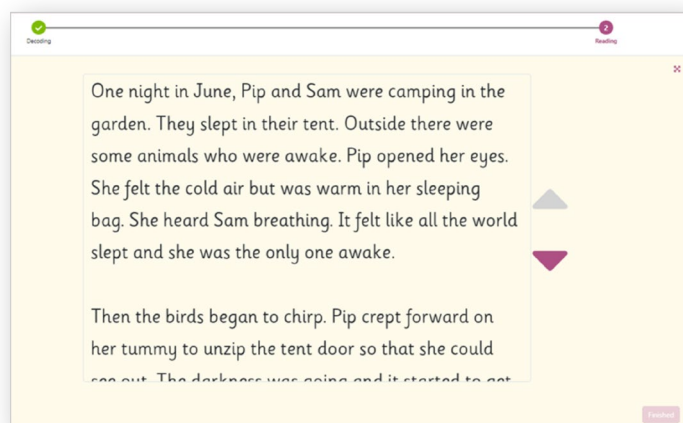
- Allow 10 seconds maximum per word.
- Prompt, encourage and support but don't be overgenerous.
- Give confidence to the pupils.
- If appropriate, use misconceptions as an opportunity for a teaching point.
- Remind pupils of strategies they might know, e.g. sounding out.



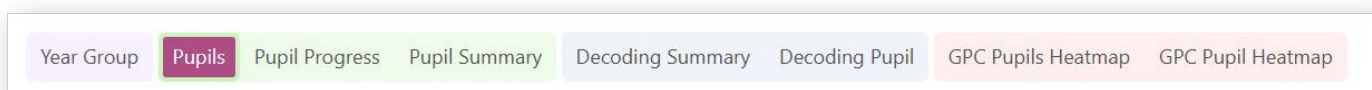
## 2. Assessing Fluency

Pupils will be presented with two fluency passages to read.

- 1-minute timed read.
- The adult follows slightly behind the pupil's reading.
- The adult clicks on any wrong words once the pupil has moved on.
- If the pupil is struggling with a word, allow **4-5 seconds maximum** and then read the word to the pupil. Mark the word wrong.
- If they miss a word, mark it as wrong.
- The adult clicks on the last **completed** word read.
- Don't worry if they don't read the whole text in the timed minute.



## Reports



Once the assessment has been completed the data will be presented in the form of reports.

Information is presented in simple to access reports to help identify gaps in GPC knowledge, decoding and fluency and support the adult to select the Reading Quest Units needed for each individual pupil.

To get started, we suggest a stepped approach to using the reports to create a well-matched learning sequence.

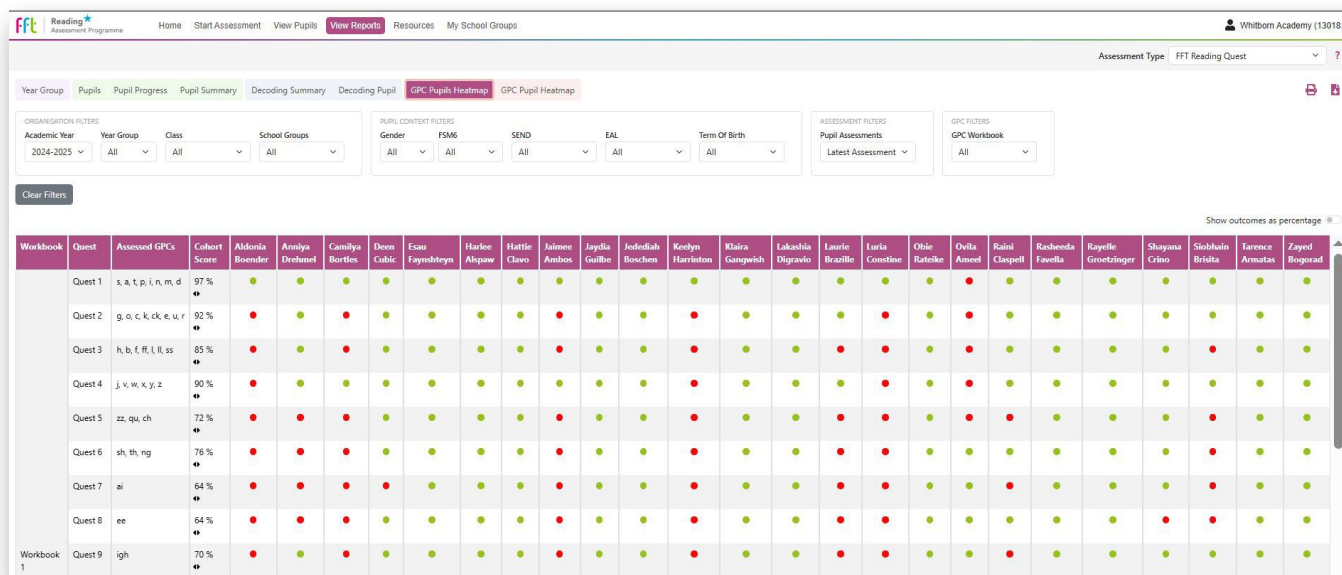
**Step 1.** Go to **Pupils**. Look at **decoding accuracy** – take note of all pupils below 100%; pay particular attention to scores below 70%. Look at **reading fluency scores** – pay particular attention to scores less than 90 WCPM; consider students who have scores up to 135. Identify target students and go to Step 2.

Reading Fluency WCPM is an average of the two fluency passages.

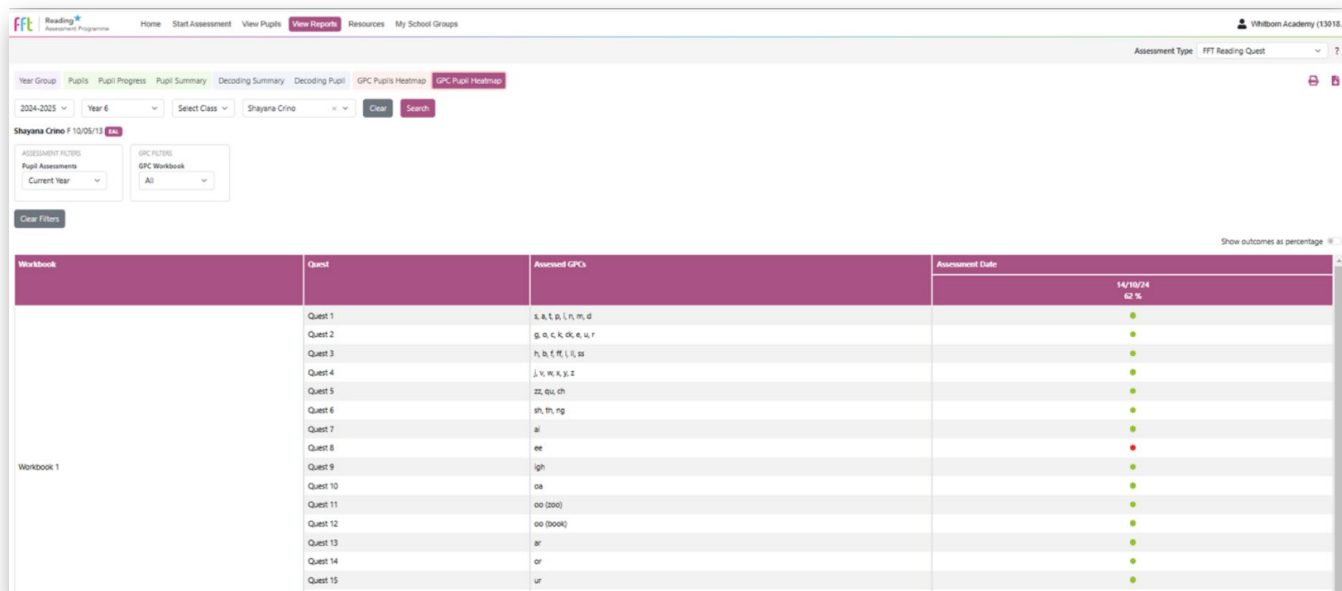
Reading Fluency (WCPM) ⬇	Decoding Accuracy Green ⬆
8	16 %
3	19 %
6	22 %
31	29 %
10	32 %
72	33 %
78	62 %
62	89 %
144	97 %
803	99 %
1014	99 %
141	100 %
64	100 %

## Step 2. Go to GPC Pupils Heatmap.

This **GPC Pupils Heatmap** will support you to decide if you can teach pupils one-to-one or in small groups. You will be able to view outcomes for all pupils assessed in this one report. This will inform Step 3 but it is important to consider pupils' needs on an individual basis and only group pupils with similar needs.



Now look at the GPC Pupil Heatmap for individual pupils.



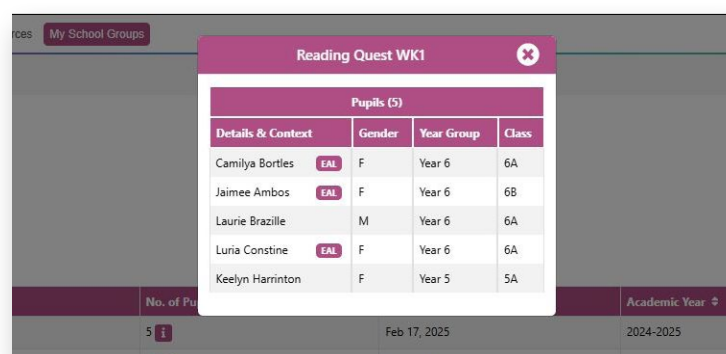
The **GPC Pupil Heatmap** will support you to look at individual pupils and help with Step 3 – complete the Reading Quest Pupil Record Sheet.

### Step 3 - Complete the Reading Quest Pupil Record Sheet.

Complete the **Reading Quest Pupil Record Sheet**, planning and mapping out the learning sequence to support pupils' needs. Remember for pupils without gaps in decoding but with low fluency (90 WCPM or below), use Reading Quests 42-45 and Reading Quest Online to support these pupils to develop their fluency skills.

### My School Groups

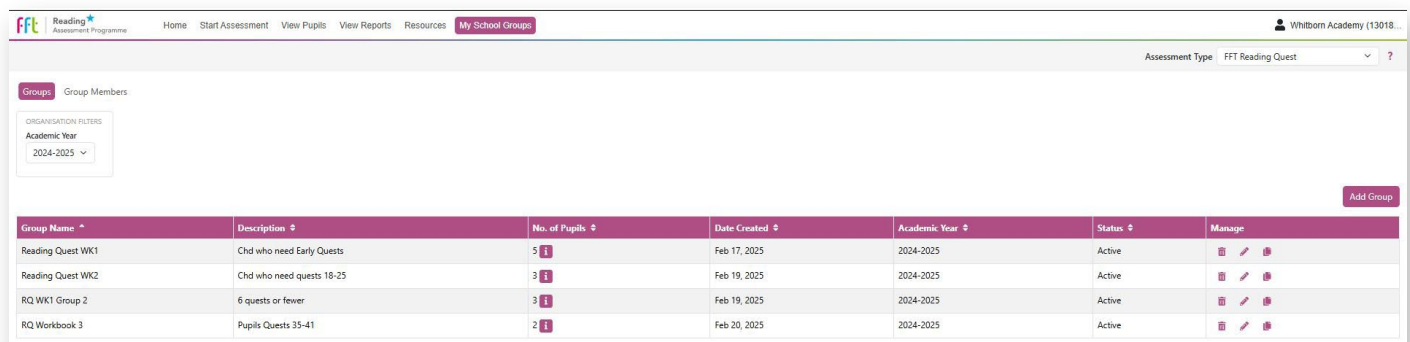
You can also allocate students to groups in the easy-to-use **My School Groups** tab to support you to manage and track progress. You will be able to identify and group pupils together supporting decisions on next steps for your pupils. More details can be found in our Session 3 Screening and Assessing pupils guidance videos available on the Portal.















The screenshot shows a modal window titled 'Reading Quest WK1' with a close button. Inside the modal is a table for 'Pupils (5)' with columns: Details & Context, Gender, Year Group, and Class. The table lists five pupils: Camiyla Bortles (EAL, F, Year 6, 6A), Jaimee Ambos (EAL, F, Year 6, 6B), Laurie Brazille (M, Year 6, 6A), Luria Constine (EAL, F, Year 6, 6A), and Keelyn Harrinton (F, Year 5, 5A). Below the modal, a summary row shows 'No. of Pupils' as 5, 'Date Created' as Feb 17, 2025, and 'Academic Year' as 2024-2025.

Pupils (5)			
Details & Context	Gender	Year Group	Class
Camiyla Bortles <small>EAL</small>	F	Year 6	6A
Jaimee Ambos <small>EAL</small>	F	Year 6	6B
Laurie Brazille	M	Year 6	6A
Luria Constine <small>EAL</small>	F	Year 6	6A
Keelyn Harrinton	F	Year 5	5A

No. of Pupils	Date Created	Academic Year
5	Feb 17, 2025	2024-2025



The screenshot shows the 'My School Groups' main interface. At the top, there's a navigation bar with 'Home', 'Start Assessment', 'View Pupils', 'View Reports', 'Resources', and 'My School Groups'. Below the navigation bar, there's a 'Groups' tab and a 'Group Members' tab. On the left, there's a filter for 'Academic Year' set to '2024-2025'. On the right, there's an 'Add Group' button. The main area contains a table with columns: Group Name, Description, No. of Pupils, Date Created, Academic Year, Status, and Manage. The table lists four groups: 'Reading Quest WK1' (5 pupils, Feb 17, 2025, Active), 'Reading Quest WK2' (3 pupils, Feb 19, 2025, Active), 'RQ WK1 Group 2' (3 pupils, Feb 19, 2025, Active), and 'RQ Workbook 3' (2 pupils, Feb 20, 2025, Active).

Group Name	Description	No. of Pupils	Date Created	Academic Year	Status	Manage
Reading Quest WK1	Chd who need Early Quests	5	Feb 17, 2025	2024-2025	Active	  
Reading Quest WK2	Chd who need quests 18-25	3	Feb 19, 2025	2024-2025	Active	  
RQ WK1 Group 2	6 quests or fewer	3	Feb 19, 2025	2024-2025	Active	  
RQ Workbook 3	Pupils Quests 35-41	2	Feb 20, 2025	2024-2025	Active	  

## Reading Quest Pupil Record Sheet

Name of student: \_\_\_\_\_

Year Group: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Form: \_\_\_\_\_

1. Tick the GPCs that the student is secure in, as shown in the **GPC Heatmap** report on the Reading Quest assessment in FFT's Reading Assessment Programme (RAP).
2. Teach **only the GPCs in which the student is not secure**. Teach these **GPCs in order** of the Scope and Sequence, as given in the table below.
3. Identify the **Quest Units** needed to be taught and complete the **Learning Plan** table to create a learning sequence that matches the identified gaps.
4. Deliver the relevant lesson to the student using the **Reading Quest Lesson Plans** manual.
5. Students complete the activities in the **Student Workbook** and read the decodable text.
6. Enter the date when a GPC has been taught and if the student has secured knowledge of that GPC.
7. Move on to the next **Quest Unit** which teaches the next GPC(s) in which the student is not secure.

GPC	Quest	Tick GPCS secure in	Decodable Matched Text	Date GPC(s) taught/secured
s, a, t, p, l, n, m, d	Quest 1		Nip, Nip	
g, o, c, k, ck, e, u, r	Quest 2		Pip Can Kick	
h b, f, ff, l, ll, ss	Quest 3		Bad Bug	
j, v, w, x, y, z	Quest 4		Mud on the Van	
zz, qu, ch	Quest 5		Buzz the Dragon	
sh, th, ng	Quest 6		Sock Shopping	
ai (train)	Quest 7		A Tail and the Rain	
ee (tree)	Quest 8		The Buzzing Bee	
igh (light)	Quest 9		Zapman and Cat	
oa (goat)	Quest 10		Toad in the rain	
oo (zoom)	Quest 11		Shoot a Goal!	
oo (book)	Quest 12		Zapman and the Hook	
ar (car)	Quest 13		Shark Facts!	
or (corn)	Quest 14		Jim and the Corn	
ur (purple)	Quest 15		Cora Jumps	
ow (cow)	Quest 16		Zapman in Town	
oi (boil)	Quest 17		Too Much Noise!	
ear (near)	Quest 18		Camping Gear	
air (hair)	Quest 19		It's Fun at the Fair	
er (batter) ure (pure)	Quest 20		Buzz Returns	
ay (play)	Quest 21		Thank you, Sam	
ou (shout)	Quest 22		The Purple Hat	
ie (tie)	Quest 23		Zapman: Zap Power	
ea (tea)	Quest 24		Little Peach	
oy (boy)	Quest 25		The Frog Boy and the Royal Maiden	
ir (girl)	Quest 26		Amazing Birds	
ue (blue)	Quest 27		Zapman and the Clues	
aw (saw)	Quest 28		The Hawks Need Their Friends	
ew (new)	Quest 29		Just the one Moon	
a_e (cake)	Quest 30		Snakes	
e_e (compete)	Quest 31		Don't Delete That!	
i_e (crocodile)	Quest 32		I am a Caver	
o_e (home)	Quest 33		Yig's Trombone	
u_e (huge)	Quest 34		Zapman and Hook's Flute	
-y (happy), -y (fly)	Quest 35		Being a Real Footballer	
ow (snow)	Quest 36		What is Ski Jumping?	
soft c (ice), soft g (gem)	Quest 37		Nuna of the North	
ire (fire)	Quest 38		In the Spring Sunshine	
are (care)	Quest 39		Hares of the Desert	
tch (watch)	Quest 40		Butterflies	
ph (phone)	Quest 41		Racing Competition	
-ly, -tion, ssion, ous, -ful	Quest 42		Mission to the Moon	
-y, -est	Quest 43		Meet the Pilgrims	
-ed, -ment	Quest 44		Carnival	
-ing, -er, -ant	Quest 45		Age of the Dinosaurs	

## Reading Quest Learning Plan:

### 6/12- Quest Plan – continue as necessary

Session	Date	Quest Number	Comments
1.			
2.			
3.			
4.			
5.			
6.			

Session	Date	Quest Number	Comments
7.			
8.			
9.			
10.			
11.			
12.			

Fluency Score:

Fluency Goal:

Timetabled e.g. Form time 2.30-3.00pm Tues, Wed, Thurs

Member of staff teaching the sessions:

Possible Grouping Options (e.g. pupils with similar GPC gaps):

Date of next assessment:

Comments:

## 6. Reading Quest Lessons

The Reading Quest lesson manual sets out the lessons for the entire programme. Over the course of 45 Quest Units, your students will cover the first 50 sounds in the developmental progression first established in Letters and Sounds 2007.

In the programme, the planning is divided into blocks known as a Quest Unit, with each Quest Unit covering a select number of GPCs. See the Scope and Sequence in section 2 for more details.

To support both teachers and students, the Reading Quest lessons follow a consistent daily structure with clear timing goals for each activity. This approach enables lessons to be taught with pace as everybody understands the routine and what is expected.

Each lesson lasts 30 minutes and follows the same basic sequence each day:

- Review of Previously Taught GPCs (2 minutes)
- Teach, Practise and Apply New GPC (13 minutes)
- Reading (15 minutes)

Student Workbooks accompany the lesson plans and include well-presented texts, space to record teaching points and activities to apply skills, knowledge and understanding.

Students progress systematically through the Reading Quest Scope and Sequence, engaging in lessons tailored to their specific decoding and fluency skills. As they complete activities across the three Student Workbooks, they secure knowledge of single letter GPCs, digraphs and trigraphs, as well as common alternative spellings. Workbook 3 includes 4 Quest Units at the end designed to target fluency at a rate of at least 90 words correct per minute or higher.

Reading Quest Online forms part of the product package for FFT Reading Quest. Within the content, there are a total of 60 texts (45 texts for each Quest Unit and 15 additional texts to be used to consolidate reading fluency skills).

## Reading Quest resources

- 45 Lesson Plans (hardcopies provided as part of subscription)
- Programme Guide (hardcopies provided as part of subscription)
- 45 Quest Units (3 workbooks)\*
- 74 Flash Cards\*
- Letter Blending Deck\*
- GPC Chart\*
- Full training live and on-demand  
(personalised online or face to face training can also be purchased)
- Bespoke assessment via FFT's Reading Assessment Programme (RAP)
- Bespoke online Reading Platform, Reading Quest Online



\*NB These resources are available digitally but can be purchased in hardcopy format

### Shark Facts!

Written by Eliza Hilton

**Green words:** sharks, shark, sharp, dark, harm

**Red words:** as, there, like

Sharks look so cool!  
This shark hunts fish.  
It has 300 teeth!

Sharp teeth can grip fish  
and squid.

Not all sharks hunt fish.  
The food floats in as this shark swims.

There are sharks that swim in the  
bright sun. This is a reef shark.

There are sharks that swim deep.  
This is a Greenland shark.

A long tail helps this shark jump!

This shark sees in the dark  
with a soft light from his skin.

This shark can put its fins on the  
land like feet.

Sharks do not aim to harm us.  
But do not swim right up to a shark!

Quest 13  
ar (car)

Question:

What type of sharks swim in the deep water?

Answer:

\_\_\_\_\_

Optional Activity	Fill in the blanks and then read to check.
Find in the Text	<p>This shark hunts fish. It has _____ teeth!</p> <p>Sharp teeth can grip _____ and _____.</p> <p>A long _____ helps this shark to _____!</p>

- Can you answer these questions about the text?
1. Do reef sharks swim in the deep?



2. Do all sharks hunt fish?

3. How does the shark see in the dark?

Quest 2	Review GPCs (2 mins)	Teach > Practise > Apply Target GPC (13 mins)				Reading (15 mins)		
	Read GPCs*	Present Target GPC	Say it Fast / Break it Down	Stretch and Read	Spelling and Writing	Explore / Word Time	Read	Discussion Time
Lesson 1	s	The girl is glad. <b>g /g/</b>	g-o-t	sag  dot  cap  kin	Students complete the activities in the Student Workbook:  Write Letters: <b>g, o, c, k</b>  Write Words: <b>gap, nod, can, kit</b>	Predict: What do you think Pip will kick?  Students read the green and red words in the Student Workbook.**  (Please note: Students need to be secure in all target GPCs in this Quest to access the text. If they are not, read the text in Quest 1).	Choral read the text in the Student Workbook.  Students identify vocabulary in the text to be clarified.	Review predictions: Were your predictions accurate or did anything surprise you about the story?
	a	The octopus observes olives. <b>o /o/</b>	c-o-g					
	t	The curly caterpillar crawls. <b>c /c/</b>	k-i-d					
	p		g-a-s					
	i		k-i-p					
	n		c-o-d					
	Read GPCs*	Reinforce Target GPC	Say it Fast / Break it Down	Quick Erase	Spelling and Writing	Explore / Word Time	Read	Comprehension
Lesson 2	m	The chick pecks. <b>ck /ck/</b>	s-u-ck	peck >  pick >  kick >  kip >  rip	Students complete the activities in the Student Workbook:  Write Letters: <b>e, u, r</b>  Write Words: <b>sock, men, dug, rip</b>  Writing activity: GPC Hunt	Review: What do you remember about the story, Pip Can Kick?  Students read the green and red words in the Student Workbook.	Students read the text in the Student Workbook either with their partner or independently.	Students read and answer the questions in the Student Workbook orally.  Students summarise the main points of the text.
	d	Every elephant enters. <b>e /e/</b>	r-e-d					
	g	The upside-down umbrella is unusual. <b>u /u/</b>	r-a-ck					
	o		c-u-p					
	c		g-e-t					
	k		r-o-ck					

\*In addition, include any GPCs that students need to review and practise. \*\*Teaching Point: When reading green words, explain that 'ck' is usually found at the end of words rather than at the beginning.

## Reading Quest - Quest 13 (ar - car) – Shark Facts! - Lesson Plan

Quest 13	Review GPCs (2 mins)	Teach > Practise > Apply Target GPC (13 mins)				Reading (15 mins)			
	Read GPCs*	Present Target GPC	Say it Fast / Break it Down	Stretch and Read	Spelling and Writing	Explore / Word Time	Read	Discussion Time	
Lesson 1	ai ee igh oa oo oo	<div>Start the car.</div>  <b>ar</b>	h-ar-d  ch-ar-m  b-ar-n  b-ar-k-s	art  barks  harsh	Students complete the activities in the Student Workbook:  Write Words: <b>car, hard, sharp, alarm</b>  Write the Sentence: <b>I can see Mars and the stars at night.</b>	Predict: What do you think you will learn about sharks in this text?  Students read the green and red words in the Student Workbook.	Choral read the text in the Student Workbook.  Students identify vocabulary in the text to be clarified.	Review predictions: Did you learn what you thought you might? Did you learn anything new?	
	Read GPCs*	Reinforce Target GPC	Say it Fast / Break it Down	Quick Erase	Spelling and Writing	Explore / Word Time	Read	Comprehension	
	Lesson 2	ai ee igh oa oo oo	<div>Start the car.</div>  <b>ar</b>	f-ar-m  p-ar-k-s  s-m-ar-t  s-t-ar-t-s	part >  dart >  dark >  shark >  park >	Students complete the activities in the Student Workbook:  Write Words: <b>shark, part, charm, alarming</b>  Write the Sentence: <b>It is too dark to see in the park.</b>  Writing activity: Question	Review: What did you find out from reading the text, Shark Facts!?  Students read the green and red words in the Student Workbook.	Students read the text in the Student Workbook either with their partner or independently.	Students read and answer the questions in the Student Workbook orally.  Students summarise the main points of the text.  Optional Activity: Find in the Text

\*In addition, include any GPCs that students need to review and practise.

# Phonics Section of the Lesson

## Initial Overview

### Initial Overview

Before beginning the phonics teaching, introduce the text to the student. Briefly discuss the title and images. If appropriate, briefly activate prior knowledge / build background for the text. Show enthusiasm for the text.

## Review Previously Learnt GPCs

### Read GPCs

The aim of this activity is to secure knowledge of known or previously taught GPCs. Pupils read GPCs introduced in previous lessons. The ability to associate graphemes with their phonemes quickly and without thinking deeply is essential for ensuring that pupils learn to blend words easily and fluently.

#### Activity:

- Students read 6 to 8 known GPCs.
- Show the image side of GPC cards - ask them to say the correct grapheme.
- Cycle through the GPC cards, placing a card to the back of the pack when read correctly.
- If a student struggles, ask them first to 'try again'. If they still struggle, say the phrase. They say the phoneme. If it is still incorrectly read, say the phoneme to the student, then place the card to one side as a reminder to revisit.
- If the student eventually reads the GPC correctly, place in the middle of the pack so that they can practise it again more than once.
- Cycle through the cards 3-4 times.
- Revisit any GPCs students find challenging.

## Teach> Practise> Apply Target GPC(s)

### Present Target GPC

The aim is to build a strong association between the new grapheme and the phoneme. Pupils practise saying the phoneme in response to the grapheme.

#### Activity:

- Display the GPC card for the Target GPC, image/grapheme side up, and very briefly mention the image, e.g. 'We have a train here and it looks like it's raining'.
- Say the alliterative phrase, e.g. 'Train in the rain.' while pointing at the image. Pupils repeat.
- Say the phoneme e.g. /ai/ while pointing at the grapheme. Pupils repeat.
- Say the alliterative phrase, e.g. 'Train in the rain.' while pointing at the image. Pupils repeat.
- When teaching a digraph or trigraph, say the letter names while pointing at the letters, e.g. 'a' 'i'. Pupils repeat.
- Keep pointing alternately at the image, then the grapheme several times for student to repeat the phrase, phoneme, and letter names (if digraph or trigraph).

#### Possible adaptations:

If students are unable to remember GPCs after being taught them, it may be necessary to re-teach. You could:

- Re-visit the insecure GPC following the Present Target GPC sequence.
- Re-teach the whole phonics lesson for that GPC – targeting specific skills, e.g. oral blending.
- Re-teach the whole phonics and reading lesson for that GPC, e.g. focus on decoding.

### Say it Fast

Pupils learn to blend phonemes together orally, in preparation for decoding. Both these activities (Say it Fast and Break it Down) teach pupils to listen for and identify separate phonemes in words (phonemic awareness). Both activities will need modelling and extra time if pupils need help to secure these skills.

	<p>Pupils practise fast-blending phonemes to say a word.</p> <p><b>Activity: <i>This is an oral activity.</i></b></p> <p>Say the phonemes for the first word on the list e.g. /c/ ... /a/ ... /t/ (be careful to use the 'pure' sound). Cue the pupils to say the word 'cat' chorally.</p>
Break it Down	<p>Pupils learn to segment words into their separate phonemes in preparation for encoding. Break it Down is the opposite skill to Say it Fast.</p> <p><b>Activity: <i>This is an oral activity.</i></b></p> <p>Say the first word on the list. Pupils segment the word by saying the phoneme and by indicating on their fingers as they say and count. (For example, you say 'dog', then the pupils say /d/ ... /o/ ... /g/ as they segment and count three phonemes on their fingers. Discourage pupils from making an 'uh' sound at the end of the /d/ and /g/.) The word can be repeated chorally after breaking it down.</p> <p><b>Possible adaptations:</b></p> <ul style="list-style-type: none"> <li>• Extra words can be added to the Say it Fast and Break it Down parts of the lessons – draw on previous words.</li> <li>• Be targeted: practise words with more than 3 GPCs if they seem to find these more challenging, for example, consonant blends.</li> </ul>
Stretch and Read	<p>Pupils learn to blend phonemes associated with previously introduced graphemes to read words. When they can do this, they are equipped to read unknown regular words (and have a chance of working out many irregular words). When blending words with digraphs and trigraphs, the pupils have to remember to look at two or three letters but say only one phoneme. This becomes easier with regular practice of words containing the same GPC.</p> <p><b>Activity (with Letter Blending Deck):</b></p> <p>At the beginning stages of the programme, use the Letter Blending Deck cards to physically separate the graphemes and show how you move them closer together as you say the phonemes. When you feel the pupils are ready, guide them to fast-blend the words for themselves.</p> <ul style="list-style-type: none"> <li>• Model blending phonemes to read words by focussing on each word to be read in turn.</li> <li>• Lay the cards which represent each letter / GPC for a given word out on the table in front of the student.</li> <li>• They should initially be laid out far apart.</li> <li>• Point to each grapheme separately as you read the phoneme (be sure to make the 'pure' sound otherwise you will not be able to blend).</li> <li>• Bring the cards together a little closer and again point to each grapheme separately as you read the phoneme.</li> <li>• Bring the cards together so that they are next to each other, pointing to each grapheme separately as you read the phonemes.</li> <li>• On the final repetition, sweep your hand underneath as you say the entire word.</li> </ul> <p><b>Activity (when Letter Blending Deck is no longer required):</b></p> <ul style="list-style-type: none"> <li>• Write down the words given in the lesson plan one by one.</li> <li>• Students Stretch and Read each one by segmenting the word into its individual phonemes, then blending them together to read the word – e.g. /b/ /ar/ /k/ /s/ - 'barks'.</li> </ul> <p><b>Possible adaptations:</b></p> <ul style="list-style-type: none"> <li>• If pupils can read the word at a glance, they do not need to use Stretch and Read.</li> <li>• If students struggle with word level blending, extra time should be taken to secure this skill.</li> <li>• Extra practice of Stretch and Read with words which contain known GPCs.</li> <li>• For students who need more support, the letter blending deck can be used.</li> <li>• Be targeted, e.g. practise words with more than 3 GPCs if they find these tricky.</li> </ul>

Quick Erase	<p>Pupils practise building their reading speed. The ability to ‘fast-blend’ words results in reading that is fluent or nearly fluent. The expectation is that pupils should be able to read words without sounding out the phonemes and then blending. This helps to develop an understanding that although sounding out is useful to decode unfamiliar words, their eventual aim should be to read words fluently.</p> <p><b>Activity: <i>This should be a fast-paced activity.</i></b></p> <p>Use the words provided in the lesson plan.</p> <ul style="list-style-type: none"> <li>• Write the first word on the whiteboard.</li> <li>• Pupils read out the word.</li> <li>• Erase one grapheme, write a new grapheme to give a new word (e.g. coast to boast).</li> <li>• Pupils read out the word.</li> <li>• Repeat the process until all the words have been read.</li> </ul>
Writing and Spelling	<p>These activities provide pupils with the opportunity to use their developing phonic skills and knowledge of CEWs/Red Words to write words and sentences.</p> <p><b>Activity - write words</b></p> <ul style="list-style-type: none"> <li>• Say the words in the lesson plans and ask pupils to write them in their student workbooks.</li> </ul> <p><b>Activity – write sentences</b></p> <ul style="list-style-type: none"> <li>• Read the sentence in full then read it again, more slowly, for students to write.</li> <li>• Write the sentence on the board for the students to check theirs against.</li> <li>• Students correct graphemes, words or rewrite parts of their sentences as necessary.</li> </ul> <p><b>Possible Adaptions:</b></p> <ul style="list-style-type: none"> <li>• If students need more support, the teacher can model writing the sentence, thinking aloud about strategies being used and decision making, red words etc. Ensure the modelled sentence is erased before students write it themselves.</li> <li>• If the sentence is too long / hard to remember they can write it in separate chunks.</li> <li>• If students usually use adaptive technology for writing, continue to use them.</li> </ul> <p>Pupils write the words/sentence(s) in the space(s) provided in their student workbook.</p>
Teaching Points	
<p>Some additional teaching points have been included in the lessons. They are indicated with an *, **, *** at the bottom of each plan. These are intended to be quickly referred to in the lesson through modelling and/or by finding words in the text to support the point being made. They are there to teach an alternate GPC or way of pronouncing certain phonemes. Briefly explain the teaching point to the student at the point which it occurs in the lesson. E.g. if there is a teaching point attached to Word Time, explain it just before the student begins reading the green words.</p>	

# Reading Section of the Lesson

## Read and Check

### Read and Check (Quest 1)

For the first lesson of Quest 1, students may only know a small number of GPCs. Therefore, they should read the words given in the lesson plan. These can be written down for students to Stretch and Read, or use the letter blending deck to support.

## Lesson 1

## Explore/ Word Time

### Predict

#### **Predict:**

Encourage use of full sentences and provide sentence stems if needed, e.g. *Buzz the Dragon will...*

Images can be used to support predictions.

### Green and Red Words

#### **Green Words:**

Green words are decodable words which contain the target GPC/s and the known GPCs.

#### **Activity:**

- The student should read the words out loud to a partner or to the teacher.
- If working with a partner, each student should read all the words.
- They should Stretch and Read any that they need to, but be encouraged to fast blend where they can. Support students where necessary.
- If there are words that students don't know the meaning of, explain briefly with a definition that fits the context of the text.

#### **Multi-syllabic words:**

To support students with reading words with more than one syllable, use the chunking method.

- E.g. 'Playground' – cover 'ground' then Stretch and Read 'play'.
- Cover 'play' then Stretch and Read 'ground'.
- Join them together to read the full word 'playground'.
- Student repeats and applies process to any multi-syllabic word they find difficult.
- With longer, unfamiliar words (especially in later Quest Units) word chunks may be more than one syllable e.g. mount/ain.

#### **Red words:**

- Red words are common exception words which contain a GPC or GPCs that the students do not know.
- New red words that occur in the text are listed in the workbook.
- The student reads the words. If they do not know any of them, teach them the word using the process that follows.

#### **Activity:**

- Teacher says word and asks student to repeat. E.g. teacher: 'said' / student: 'said'.
- Teacher: this word is a red word and has a tricky grapheme, but we can Stretch and Read most of it. Look at the tricky grapheme that is underlined, and point to it. E.g. point to ('ai'), this is /e/. So, it's /s/ /e/ /d/ - 'said'. Student repeats.
- Teacher: we can remember it by tapping it out (two fingers on the palm) 's' tap, 'a' tap, 'i' tap, 'd' tap – 'said'. Repeat with student.

Where needed, use precision teaching for red words.

*Precision teaching involves selecting a small number of red words and giving students repeated practice of those words. Setting them out randomly in a grid*

	can help. Precision teaching is usually done daily and a new word replaces another once it has been read correctly three consecutive times.
Read	
Choral Read	<p><b>Choral Read:</b> Students and adult read text together. If possible, the adult should lower their voice once the students have started. This allows the adult to listen and assess. In earlier Quest Units, students will need support to develop reading fluency (prosody, pace, accuracy) and may need reading modelling to them. <i>Students may still be struggling to blend words as they meet the newly taught GPC in the text and therefore would benefit from additional phonics teaching - see possible adaptations from phonic lesson section in this guide.</i></p>
Vocabulary	Students identify vocabulary in the text to be clarified. Words or phrases can be selected by the adult but students should be encouraged to seek clarification for themselves.
Discussion Time	
Review predictions	<p><b>Review Predictions:</b> <i>Were your predictions accurate or did anything surprise you about the story? Did you learn what you thought you might? Did you learn anything new?</i> Consider plausibility and make links. Aim for students to use the Vocabulary they have been exposed to in the text or other higher tier words.</p>
Lesson 2	
Explore/ Word Time	
Review	Encourage use of vocabulary from the text e.g. We found out that Buzz....
Green and Red Words	<p><b>Green and Red Words:</b> The student should read the words out loud to a partner or to the teacher. If working with a partner, each student should read all the words. Encourage fast blending. Students can Stretch and Read if necessary. By lesson 2, students should know the words at a glance. If not, re-teach using Red Word Activity from Lesson 1 above.</p>
Read	
Partner Read	Pupils read the text, alternating pages with their partner.
Independent Read	Pupils read the text independently. Establish clear routines for seeking support.
Comprehension	
Read and Answer Questions	Students read and answer questions in the Student Workbook orally. The questions are decodable and should be answered in full sentences with a partner (take turns) or with the teacher. The teacher can provide sentence stems to support full sentence responses.
Summarise Main Points	<p>Students summarise the main points of the text, orally with a partner or with the teacher. Summarising may need to be modelled, especially at first, and students can be given a structure such as listing the 3 main points, or 'who, what, where, when'.</p>

## Optional Activity

Some of the Quests within the programme have Optional Activities included. Support from an adult will be needed so that pupils understand the task, as not all the instructions will be decodable at that Quest level.

The activities are designed to support text engagement and understanding and provide opportunities for students to apply their reading and writing skills. They go beyond what would be expected in an SSP for younger children.

Here are some examples of the activities:

- Clarify word meanings
- Identify syllables in multi syllabic words
- Visualise parts of the text
- Find answers in the text
- Sequence extracts from the text
- Match the word and the meaning
- Describe the characters
- Summarise the main points

## Quest 2 – Day 1

### Review Previously Learnt GPCs (2 minutes)

#### Review and Read GPCs

- Students read 6 – 8 known GPCs.
- Show the image side of GPC cards - ask them to say the correct grapheme.
- Cycle through the GPC cards, placing the card to the back of the pack when read correctly.
- If a student struggles, ask them first to 'try again'. If they still struggle, say the phrase. They say the phoneme. If it is still incorrectly read, say the phoneme to the student, then place it to one side.
- If the student eventually reads the GPC correctly, place in the middle of the pack so that they can practise it again more than once.
- Cycle through the cards 3-4 times.
- Revisit any GPCs students find challenging.

/s/ /a/ /t/ /p/ /i/ /n/

### Teach, Practise, Apply New GPCs (13 minutes)

#### Present New GPC

- Display the GPC card for the Target GPC, image/grapheme side up, and very briefly mention the image e.g. 'We have a girl that is glad'.
- Say the alliterative phrase, e.g. 'the girl is glad', while pointing at the image, Pupils repeat.
- Say the phoneme, e.g. /g/ while pointing at the grapheme. Pupils repeat.
- Keep pointing alternately at the image, then the grapheme several times for the pupil to repeat the phrase and phoneme.
- Repeat for all GPCs in the lesson.

/g/ /o/ /c/ /k/

#### Say it Fast

- Ask students to fast-blend the following words after you orally segment them into their individual phonemes.

/g/ /o/ /t/      got  
/c/ /o/ /g/      cog  
/k/ /i/ /d/      kid

#### Break it Down

- Ask students to segment the following words into their individual phonemes.

gas      /g/ /a/ /s/  
kip      /k/ /i/ /p/  
cod      /c/ /o/ /d/

#### Stretch and Read

- Use the Letter Blending Deck to Stretch and Read the words 'sap', 'dot', 'cap' and 'kin' with the students.



## Quest 2 – Day 1

### Spelling and Writing

Turn to the student workbook to complete the following activities:

#### Write letters

- Display the Letter Blending cards for g, o, c, k and model writing lower-case letters.
- *Option to use the writing cue:  
'Left around the girl, down her plait and curl.'*
- Guide students in writing the lower-case letters.

#### Write words

- Read words together; gap, nod, can, kit.
- Use fingers to count the phonemes that can be heard in each word.
- The students practise recalling GPCs by writing words on lines in the student workbook. *Check that words are not copied from the board or a display.*

### Reading (15 minutes)

#### Explore/Word Time

- Students make a prediction based on the title: What do you think Pip will kick?
- The students practise reading the green and red words displayed in the student workbook. Mention the teaching point here.  
*Explain that 'ck' is usually found at the end of words rather than at the beginning.*

#### Read

- Choral read the text set out in the student workbook. Model accuracy and fluency.
- Clarify vocabulary.

#### Discussion Time

- Review the predictions made by the students.
- Ask: Were your predictions accurate or did anything surprise you about the story?

## Quest 2 – Day 2

### Review Previously Learnt GPCs (2 minutes)

#### Review and Read GPCs

- Students read 6 – 8 known GPCs.
- Show the image side of GPC cards - ask them to say the correct grapheme.
- Cycle through the GPC cards, placing the card to the back of the pack when read correctly.
- If a student struggles, ask them first to 'try again'. If they still struggle, say the phrase. They say the phoneme. If it is still incorrectly read, say the phoneme to the student, then place it to one side.
- If the student eventually reads the GPC correctly, place in the middle of the pack so that they can practise it again more than once.
- Cycle through the cards 3-4 times.
- Revisit any GPCs students find challenging.

/m/ /d/ /g/ /o/ /c/ /k

### Teach, Practise, Apply New GPCs (13 minutes)

#### Present New GPC

- Display the GPC card for the Target GPC, image/ grapheme side up, and very briefly mention the image, e.g. 'The chick is pecking'.
- Say the alliterative phrase, e.g. 'the chick pecks' while pointing at the image. Pupils repeat.
- Say the phoneme e.g. /ck/ while pointing at the grapheme. Pupils repeat.
- Say the alliterative phrase, e.g. 'The chick pecks.' while pointing at the image. Pupils repeat.
- Say the letter names while pointing at the letters, e.g. 'c' 'k'. Pupils repeat.
- Keep pointing alternately at the image, then the grapheme several times for pupils to repeat the phrase, phoneme and letter names.
- Repeat for all GPCs in the lesson.

/ck/ /e/ /u/ /r/

#### Say it Fast

- Ask students to fast-blend the following words after you orally segment them into their individual phonemes.

/s/ /u/ /ck/      suck  
/r/ /e/ /d/      red  
/r/ /a/ /ck/      rack

#### Break it Down

- Ask students to segment the following words into their individual phonemes.

cup      /c/ /u/ /p/  
get      /g/ /e/ /t/  
rock      /r/ /o/ /ck/

#### Quick Erase

- Write the word 'peck' on a whiteboard and ask the students to read it.
- Quickly erase the second letter and replace it with 'i' so the word now reads 'pick'. Ask the students to read the new word. Repeat with the following words: kick, kip and rip.

## Quest 2 – Day 2

### Spelling and Writing

Turn to the student workbook to complete the following activities:

#### Write letters

- Display the Letter Blending cards for ck, e, u, r and model writing lower-case letters.
- *Option to use the writing cue:*  
*'Curl around the caterpillar.' 'From head to toe, arm up, kick out.'*
- Guide students in writing the lower-case letters.

#### Write words

- Read words together; sock, men, dug, rip.
- Use fingers to count the phonemes that can be heard in each word.
- The students practise recalling GPCs by writing words on lines in the student workbook. *Check that words are not copied from the board or a display.*

### Writing Activity: GPC Hunt

- Students find target GPCs within words in the text.
- Students complete the table by recording the number of each GPC they have located in the text.

GPCs	Total	GPCs	Total	GPCs	Total	GPCs	Total
g		o		ck		e	
c		k		r		u	

### Reading (15 minutes)

#### Explore/Word Time

- Review previous reading. Ask: What do you remember about the story, Pip Can Kick?

#### Read

- Students read the text set out in the student workbook, either with a partner or independently.

#### Discussion Time

- Students read and answer the questions about the text set out in the student workbook. Students answer the questions orally.
- Students summarise the main points.

# Quest 13 – Day 1

## Review Previously Learnt GPCs (2 minutes)

### Review and Read GPCs

- Students read 6 –8 known GPCs.
- Show the image side of GPC cards - ask them to say the correct grapheme.
- Cycle through the GPC cards, placing the card to the back of the pack when read correctly.
- If a student struggles, ask them first to 'try again'. If they still struggle, say the phrase. They say the phoneme. If it is still incorrectly read, say the phoneme to the student, then place it to one side.
- If the student eventually reads the GPC correctly, place in the middle of the pack so that they can practise it again more than once.
- Cycle through the cards 3-4 times.
- Revisit any GPCs students find challenging.

/ai/ /ee/ /igh/ /oa/  
/oo/ /oo/

## Teach, Practise, Apply New GPCs (13 minutes)

### Present New GPC

- Display the GPC card for the Target GPC, image/ grapheme side up, and very briefly mention the image, e.g. 'We have a car here'.
- Say the alliterative phrase, e.g. 'Start the car.' while pointing at the image. Pupils repeat.
- Say the phoneme e.g. /ar/ while pointing at the grapheme. Pupils repeat.
- Say the alliterative phrase, e.g. 'Start the car.' while pointing at the image. Pupils repeat.
- Say the letter names while pointing at the letters, e.g. 'a' 'r'. Pupils repeat.
- Keep pointing alternately at the image, then the grapheme several times for pupils to repeat the phrase, phoneme and letter names.

/ar/

### Say it Fast

- Ask students to fast-blend the following words after you orally segment them into their individual phonemes.

/h/ /ar/ /d/      hard  
/ch/ /ar/ /m/     charm

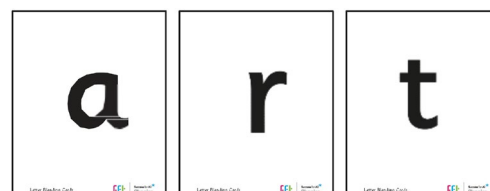
### Break it Down

- Ask students to segment the following words into their individual phonemes.

barn      /b/ /ar/ /n/  
barks    /b/ /ar/ /k/ /s/

### Stretch and Read

- Use the Letter Blending Deck to Stretch and Read the words 'art', 'barks' and 'harsh' with the students.



# Quest 13 – Day 1

## Spelling and Writing

Turn to the student workbook to complete the following activities:

### Write words

- Read words together; car, hard, sharp, alarm.
- Use fingers to count the phonemes that can be heard in each word.
- The students practise recalling GPCs by writing words on lines in the student workbook. *Check that words are not copied from the board or a display.*

### Write the sentence

- Read the sentence in full to the students, e.g. *'I can see Mars and the stars at night'.*
- Students write the sentence on the lines provided in the student workbook.
- Write the sentence on the board for the students to check theirs against.
- Students correct graphemes, words or rewrite parts of their sentences as necessary.

## Reading (15 minutes)

### Explore/Word Time

- Students make a prediction based on the title: What do you think you will learn about sharks in this text?
- The students practise reading the green and red words displayed in the student workbook.

### Read

- Choral read the text set out in the student workbook. Model accuracy and fluency.

### Discussion Time

- Review the predictions made by the students.
- Ask: Did you learn what you thought you might? Did you learn anything new?

## Quest 13 – Day 2

### Review Previously Learnt GPCs (2 minutes)

#### Review and Read GPCs

- Students read 6 known GPCs.
- Show the image side of GPC cards - ask them to say the correct grapheme.
- Cycle through the GPC cards, placing the card to the back of the pack when read correctly.
- If a student struggles, ask them first to 'try again'. If they still struggle, say the phrase. They say the phoneme. If it is still incorrectly read, say the phoneme to the student, then place it to one side.
- If the student eventually reads the GPC correctly, place in the middle of the pack so that they can practise it again more than once.
- Cycle through the cards 3-4 times.
- Revisit any GPCs students find challenging.

/ai/ /ee/ /igh/ /oa/  
/oo/ /oo

### Teach, Practise, Apply New GPCs (13 minutes)

#### Present New GPC

- Display the GPC card for the Target GPC, image/ grapheme side up, and very briefly mention the image, e.g. 'We have a car here'.
- Say the alliterative phrase, e.g. 'start the car' while pointing at the image. Pupils repeat.
- Say the phoneme e.g. /ar/ while pointing at the grapheme. Pupils repeat.
- Say the alliterative phrase, e.g. 'start the car' while pointing at the image. Pupils repeat.
- Say the letter names while pointing at the letters, e.g. 'a' 'r'. Pupils repeat.
- Keep pointing alternately at the image, then the grapheme several times for pupils to repeat the phrase, phoneme and letter names.

/ar/

#### Say it Fast

- Ask students to fast-blend the following words after you orally segment them into their individual phonemes.

/f/ /ar/ /m/ farm

/p/ /ar/ /k/ /s/ parks

#### Break it Down

- Ask students to segment the following words into their individual phonemes.

smart /s/ /m/ /ar/ /t/

starts /s/ /t/ /ar/ /t/ /s/

#### Quick Erase

- Write the word 'part' on a whiteboard and ask the students to read it.
- Quickly erase the first letter and replace it with 'd' so the word now reads 'dart'. Ask the students to read the new word.
- Repeat with the following words: dark, shark and park

## Quest 13 – Day 2

### Spelling and Writing

Turn to the student workbook to complete the following activities:

#### Write words

- Read words together; harm, part, smart.
- Use fingers to count the phonemes that can be heard in each word.
- The students practise recalling GPCs by writing words on lines in the student workbook. *Check that words are not copied from the board or a display.*

#### Write the sentence

- Read the sentence in full to the students, e.g. *"It is too dark to see in the park."*
- Students write the sentence on the lines provided in the student workbook.
- Write the sentence on the board for the students to check theirs against.
- Students correct graphemes, words or rewrite parts of their sentences as necessary.

#### Writing Activity: Question

- Students answer the question in writing in the space provided in the student workbook: *What type of sharks swim in deep water?*

### Reading (15 minutes)

#### Explore/Word Time

- Review previous reading. Ask: What did you find out from reading the text, Shark Facts!?

#### Read

- Students read the text set out in the student workbook, either with a partner or independently.

#### Discussion Time

- Students read and answer the questions about the text set out in the student workbook. Students answer the questions orally.
- Students summarise the main points in the text. Optional Activity: Find in the Text
- Complete the sentences as they appear in the text.
- Read the passage to check for accuracy.

# 7. Using Reading Quest Online

## Practical considerations to support implementation

Leaders should **invest in a strong team** - school staff who are trained, supported, and coached.

**Staff delivering any interventions need to be trained and time needs to be allowed for this.**

The training schedule for FFT Reading Quest is offered in short live or on-demand sessions to allow schools to get started at their own pace.

Initial Training is divided into 5 sessions and sessions range between 45 minutes to 2 hours:

- Programme Introduction
- Phonics Subject Knowledge
- Assessing Pupils
- How to Teach Reading Quest
- Reading Quest Online

The aim of the schedule is to allow schools to organise training to best suit their needs, allowing all those teaching and involved in managing the programme to participate.

Included within the programme subscription are two options:

- Join a scheduled live training session
- Watch an on-demand training session

There is unlimited access to this training at any time and this should be revisited regularly; we also will add further events and training to support you as you develop the programme in school.

Staff can contact FFT's Literacy Support Team at any time for advice or support via email [literacysupport@fft.org.uk](mailto:literacysupport@fft.org.uk) or phone 01446 776262 – Opt 5. You will have a dedicated named contact at FFT and we will provide ongoing updates to help you get more out of the programme.

Bespoke, online and face-to-face training is available. This is additional to the subscription costs.

**Prioritise:** Consider providing intervention for students with the lowest decoding accuracy and lowest fluency scores first.

## Timetabling

Things to consider when timetabling sessions:

- Providing sessions at a time of day so students will get the most out of their learning.
- Avoid clashes with other core subjects or students' preferred subjects (rotate the subject missed, perhaps use registration time or a slot before the start of school).
- Drawing on EEF best practice, we advise that sessions are 30 minutes long and happen daily for a sustained period e.g. 3-4 times a week.
- Use a space that supports effective teaching - make sure it supports the students and distractions/background noise are minimal. If possible, use the same room and make use of space.
- For our online elements of the programme, ensure you can access laptops that can connect to the internet reliably.
- Keep an eye on attendance and punctuality (register).
- Possibility of students being taught in small groups.
- Staff being able to deliver two 30-minute interventions in an hour-long timetabled slot.

Reading Quest Online is an engaging resource that comes as part of the Reading Quest package and within the annual subscription. It is an online platform that includes activities to consolidate and develop the skills of decoding, reading fluency and comprehension.

Each of the 45 Reading Quests has 6 activities for the pupils to work through.

- Power Reader
- Letter Launch
- Word Blender
- Super Speller
- Word Quest
- Story Quest



Students work individually or in pairs on Reading Quest Online to practise reading skills, vocabulary and comprehension alongside Reading Quest Units.

It is a flexible platform which could help deliver Reading Quest to larger groups of pupils. For example: 4 pupils practise reading with Reading Quest Online while 4 pupils receive direct teaching on a Reading Quest Unit by a Teaching Assistant. Then they swap over for the next session.

Included are an additional 15 texts in Reading Quest Online to allow students to continue to develop fluency and reading confidence.

Reading Quest Online can be used at school or at home via personal login details. Information regarding this is on the Reading Quest Online Platform.

The training for Reading Quest Online is outlined in modules, all of which are accessible on-demand. It is important that staff allocate the necessary time to watch or attend live training so that they fully understand how to get the most from the online teaching aspect of the Reading Quest programme.

## 8. Strategies for Developing Essential Phonics Skills

Some students may need further modelling, practice and consolidation of specific phonics skills in order to develop their phonemic knowledge and, therefore, to read effectively. Given below are some key skills and examples of gaps that you may find pupils have. Suggestions of further, targeted strategies are also given to support you to address these skill gaps.

Phonics skill	Skill gap	Example	Targeted support
GPC knowledge	Pupil doesn't recall particular GPCs	Pupils might have gaps throughout the scope and sequence, might find digraphs harder or might be secure with GPCs earlier in the scope and sequence but struggle with later ones such as split digraphs. A pupil may show competency with a GPC in a particular lesson but when asked out of context or at a time when cognitive load is being challenged, they may need some help to remember. In other words, their learning hasn't fully 'stuck'.	<p>Modelling and practice will help secure that knowledge, so opportunities to revisit and consolidate are needed. Provide opportunities for overlearning and for regular revisits of these GPCs.</p> <p>We suggest that GPCs that have been taught but not yet mastered fully by the student are included in the beginning part of each lesson, even if this means including GPCs from a much earlier stage of the programme.</p> <p>Reading Quest Online will also give students the activities they need to practise and repeat prior learning.</p>
Auditory blending	Pupil cannot blend phonemes heard to say the correct word.	Pupil hears /m/ /a/ /t/ and says a completely different word or says a word with a different ending, e.g. 'map'. Some pupils miss the initial phoneme, especially of words with more than 3 GPCs, e.g. pupil is asked to blend /c/ /l/ /i/ /p/ and says 'lip'.	Lots of extra of practice, at every opportunity. This could be dedicated time outside of lesson (intervention) and / or weaved into teaching: say the phonemes and ask them to blend e.g. "Please come and /s/ /i/ /t/", "Please pick up your /p/ /e/ /n/". Be targeted: practice words with more than 3 GPCs if they seem to find these more challenging, for example.
Word level blending	Pupil is secure in the GPCs taught, can auditory blend /segment accurately but struggles to apply this to reading words.	Pupil knows the GPCs in a word, e.g. 'dash', says /d/ /a/ /sh/ accurately but incorrectly reads either the entire word or part of it (as with the example for auditory blending).	Extra practice with decodable words (words that contain the GPCs the pupil knows well), possibly using flash cards. Be targeted and select words that the pupil finds most challenging (such as words with more than 3 GPCs). Model the process by clearly saying the phonemes while pointing to the GPCs, then blending them. The pupil could do this with you (chorally), before trying themselves.

Consonant blends	When consonant blends (separate consonant GPCs), occur in words these can be challenging for some pupils.	A word such as 'stream' has a consonant blend at the beginning and a pupil may struggle to say all of the separate phonemes, /s/ /t/ /r/	The pupil should be taught to pronounce each phoneme separately before blending and should be given extra practice reading decodable words containing consonant blends.
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FFT strives to support schools to enable every pupil to become functionally literate. We recognise that every pupil is unique and that every school aims to set out clear and supportive pathways for **all** the pupils on roll. Reading Quest has been carefully crafted to support the development of reading skills in older struggling readers which may include those pupils with special educational needs and disabilities (SEND), English as Additional Language (EAL) or other additional needs.

FFT Reading Quest provides focused lessons in targeted steps. Our consistent routine, clear age-appropriate resources and adaptive teaching examples will support pupils so that they can develop the skills needed to master the alphabetic code and read with increased fluency.

The comprehensive programme of training, support and guidance offered within Reading Quest will help you to target the intervention for students with additional needs and those who may need a different pace, or varied and scaffolded teaching methods.

## 9. Phonics Phrases

GPC	Phonics Phrase
/s/	'The snake slides and slithers.'
/a/	'Alphie asks for apples.'
/t/	'Tap the tall tower.'
/p/	'Peek at the proud parrot.'
/i/	'Imagine itchy insects.'
/n/	'Ned is near the net.'
/m/	'The man marches on mountains.'
/d/	'Don't disturb the dinosaur.'
/g/	'The girl is glad.'
/o/	'The octopus observes olives.'
/c/	'The curly caterpillar crawls.'
/k/	'The kangaroo keeps kicking.'
/ck/	'The chick pecks.'
/e/	'Every elephant enters.'
/u/	'The upside-down umbrella is unusual.'
/r/	'The rapid rabbit races.'
/h/	'The happy horse hops.'
/b/	'Bat before the ball.'
/f/	'The floppy flower falls.'
/ff/	'Huff and puff.'
/l/	'The long leg leaps.'
/ll/	'Bill is ill.'
/ss/	'Less mess, Jess.'
/j/	'Jane jumps for joy.'
/v/	'The vulture veers over valleys.'
/w/	'Watch the worm wiggle.'
/x/	'The excited fox exercises.'
/y/	'Yank the yellow yo-yo.'
/z/	'Zip the zig-zag zip.'
/zz/	'The fuzzy bee buzzes'
/qu/	'The queen is quite quiet.'
/ch/	'The chipmunk chooses cheese.'

GPC	Phonics Phrase
/sh/	'Sherry shines her shoes.'
/th/	'Theo has a thimble on his thumb.'
/ng/	'Bring the king a ring.'
/ai/	'Train in the rain.'
/ee/	'See the tree?'
/igh/	'Bright light.'
/oa/	'Goat in a boat.'
/oo/	'Zoom to the moon.'
/oo/	'Look at the book.'
/ar/	'Start the car.'
/or/	'Corn for the horse.'
/ur/	'Purple turtle.'
/ow/	'Brown cow.'
/oi/	'Noisy boiling water.'
/ear/	'Near and dear.'
/air/	'Air on hair.'
/ure/	'Sure cure.'
/er/	'Bigger batter.'
/ay/	'May I play?'
/ou/	'Shout it out.'
/ie/	'Tie your tie.'
/ea/	'Time for tea.'
/oy/	'Boy with a toy.'
/ir/	'Girl in a whirl.'
/ue/	'Blue glue.'
/aw/	'I saw a see-saw.'
/ew/	'New stew.'
/a_e/	'Bake a cake.'
/e_e/	'Athlete Pete competes.'
/i_e/	'In a while crocodile.'
/o_e/	'Phone home.'
/u_e/	'Huge cube.'
/-y/	'Silly, happy puppy.'
/-y/	'Fly in the sky.'
/ow/	'Blow the snow.'
soft c	'City mice on ice.'
soft g	'Large badge.'
/ire/	'Vampire for hire.'
/are/	'Share and care.'
/tch/	'Stretch and catch.'
/oe/	'Joe's toe.'
/ph/	'A pheasant takes a photo with his phone.'

# Optional Letter Formation Cues

GPC	Letter Formation Cue
/s/	'Left around, right around, from head to tail.'
/a/	'Around the apple and down the leaf.'
/t/	'Down the tower, lift and cross.'
/p/	'From head to tail then right around the parrot.'
/i/	'Down the insect, lift and dot.'
/n/	'From head to toe and over the net.'
/m/	'From the man go down, climb one mountain then the other.'
/d/	'Around his back then head to toe.'
/g/	'Left around the girl, down her plait and curl.'
/o/	'From the top of the head and all the way round the octopus.'
/c/	'Curl around the caterpillar.'
/k/	'From head to toe, arm up, kick out.'
/ck/	'Curl around the caterpillar.'
	'From head to toe, arm up, kick out.'
/e/	'Under his ear and around his trunk.'
/u/	'Under the umbrella, up and down.'
/r/	'From head to tail then up and over along his ears.'
/h/	'From head to toe and over his back.'
/b/	'Down the bat and around the ball.'
/f/	'Down the flower and across the leaves.'
/ff/	'Down the flower and across the leaves.'
/l/	'Down the long, long leg.'
/ll/	'Down the long, long leg.'
/ss/	'Left around, right around, from head to tail.'
/j/	'Down Jane's back, up to her toes. Jump to the ball.'
/v/	'Down one wing and up the other.'
/w/	'Wiggle down, wiggle up, down and up.'
/x/	'Hand to toe this way, hand to toe that way.'
/y/	'Down one string and way down the other.'
/z/	'Zig, zag, zig.'
/zz/	'Zig, zag, zig.'
/qu/	'Right around the queen and way down her staff.'
	'Under the umbrella, up and down.'

# 10. GPC Chart

/s/	/a/	/t/	/p/	/i/	/n/	/m/	/d/	/g/
sat kiss horse thistle circus force scene	sat	tip kicked	pin	pin crystal	nut done gnat knife	mat come lamb	dog buzzed	got
/o/	/c/	/e/	/u/	/r/	/h/	/b/	/f/	/l/
got watch	cat kid sock school cheque	peg head	mug son young	red wrong	hot	bin	fan cuff phone	leg doll little model metal pencil
/j/	/v/	/w/	/x/	/y/	/z/	/qu/	/ch/	/sh/
jam giant change badge	vet have	web when	fox	yam	zip fizz freeze cheese has	queen	chop witch picture	shop chef lotion precious passion
/th/	/ng/	/zh/	/ai/	/ee/	/igh/	/oa/	/oo/	/yoo/
moth	thing	treasure vision	rain say bake they vein eight paper	green dream he complete chief happy key	might pies kind bike fly	boat gold joke shoulder snow toe	zoo blue grew flute fruit soup	due new cute unicorn
/oo/	/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/
cook put should	car	born more lawn Paul ball talk door pour war	burn jumper bird earn work	cow cloud	boil boy	year peer sincere	hair care wear where	cure
								/ire/ fire

# 11. Checklist for Effective Practice

Effective Practice Checklist		
	Completed	Action Required
<b>Implementing Reading Quest</b>		
Create a whole school vision for reading and set reading as a priority across the school		
Update school policies		
Assign someone as Reading Quest Lead		
Audit staff subject knowledge on reading and specifically phonics subject knowledge		
Attend all Reading Quest training and audit subsequent training needs		
Identify which pupils need support with reading		
Use the Reading Assessment Programme (RAP) to diagnose gaps and areas that need target teaching and intervention		
Create a learning sequence of Reading Quest Units for each pupil using the Reading Quest Pupil Record Sheet		
Determine starting points for your teaching		
Ensure all adults have the materials they require to teach, and the learning environment is set up		
Organise resources		
Ensure set-up of Reading Quest Online		
Schedule summative assessment windows		
Involve stakeholders, including parents as much as possible		
Ensure home reading and wider reading is set-up		
<b>Embedding Practice</b>		
Regularly review practice		
Coach and support staff who need support, signposting to the training programme as necessary		
Schedule 'sharing practice' opportunities		
<b>Consolidating the Approach</b>		
Maintain good practice – continue to coach and support and signpost to training		
Review data on student attainment from the Reading Assessment Programme and other in-school assessments		
Maintain an overview of progress of pupils with EAL, SEND, PP and other significant groups		
Use information from assessments to review and adapt practice		
Collect staff and pupil voice on the programme		
Identify lead practitioners to support newly appointed staff		

## 12. Glossary

Term	Definition	Example
Phoneme	The smallest unit of sound in a spoken word. You cannot see a phoneme; you can only hear it.	The sound /d/ at the beginning of the word 'dog'.
Grapheme	The written representation of a phoneme. A grapheme can comprise either one, two or three (and very occasionally four) letters.	The grapheme 'ck' represents the /k/ sound at the end of the word 'chick'.
Digraph	A digraph is a grapheme that comprises two letters.	The word 'queen' has two digraphs – 'qu' and 'ee'.
Split Digraph	A split digraph is a digraph that is split by a consonant and is usually a long vowel sound.	In the word 'note' the sound əʊ is represented by the 'o' and the 'e' even though they are separated by the grapheme 't'. We would refer to this as the split digraph 'o-e'.
Vowel Digraph	A vowel digraph is a grapheme with two letters that represent a vowel sound (either short or long).	The digraph 'ea' represents the /e/ sound in the word 'head'. The digraph 'ue' represents the /oo/ sound in the word 'blue'.
Trigraph	A trigraph is a grapheme that comprises three letters.	The trigraph 'tch' represents the /ch/ sound in the word 'pitch'.
Vowel Trigraph	A vowel trigraph is a grapheme with three letters that represent a vowel sound (either short or long).	The trigraph 'oul' represents the /oo/ sound in the word 'could'.
Grapheme–Phoneme Correspondence (GPC)	The relationship of the phoneme and the grapheme that represents it and vice versa.	To see the grapheme 'sh' and know the sound that it will make. Or, to hear the sound /sh/ and know how to write the grapheme.
Blending	To say the sounds in individual words sufficiently quickly so that they synthesise to make a word.	To hear the separate sounds /sh/ ... /ee/ ... /p/ and to 'glue them together' to say the word 'sheep'.
Segmenting	The opposite skill to blending. It involves being able to break a word into component phonemes.	To hear the word 'fish' and say the phonemes /f/ /i/ /sh/.
Decoding	To look at the individual graphemes that comprise a word, from left to right, and link with the corresponding phonemes.	To see the written word 'dog' then say the phonemes /d/ /o/ /g/.
Encoding	To represent the phonemes in an individual word with the appropriate graphemes (spelling and writing).	To hear the spoken word 'dog', say /d/ /o/ /g/, and write appropriate graphemes to spell the word.

## 13. FAQs

### How many students can use the programme?

Schools can choose how many students use the programme, as this is solely dependent on how many students need support. We suggest that students work in small groups with similar reading needs (as identified in the diagnostic assessment) or, where necessary, one-to-one.

### Can we begin using Reading Quest at any time of the academic year?

Yes, of course. Providing support for students will be a priority for you, so we have designed the programme to be easy to start and use at any time of the year. Our training, support, guidance, and digital resources will mean you can get going quickly.

### Is the programme validated by the DfE?

The DfE Systematic Synthetic Phonics Programme (SSP) validation process was only applicable to mainstream EYFS/KS1 reading programmes; therefore there is no requirement for the programme to be DfE validated. However, the programme is based on our DfE validated programme, FFT Success for All Phonics, which is rooted in evidence-based research and has been developed by a team who are experienced in teaching and supporting older pupils to catch up in reading.

### Some people say that teaching GPCs for the same phoneme together can cause confusion - what is your advice?

Reading Quest provides lesson plans to target a specific GPC. The texts match the teaching of this GPC and support staff to really focus on what is being taught in that particular lesson. Embedding this foundation is important so that decisions around spellings can be made with accuracy. Activities to support decisions about which GPC to use when spelling words are also included and sensible discussions are encouraged so that students are clear and not confused.

### How do I teach the students to write the sentences?

Say the sentence and ask the students to repeat it back. Model counting the number of words on your fingers. Say the total number of words. Break the sentence down if necessary to assist the working memory of students who find retaining all the words in a longer sentence more difficult.

### Why have written tasks been included in Reading Quest?

Students are provided with opportunities to apply their phonic knowledge in reading and writing. We feel older students will benefit from additional written practice to help with rapid catch up and progress, and be more able to access the curriculum.

## How do I ensure that students stay motivated and on track with Reading Quest?

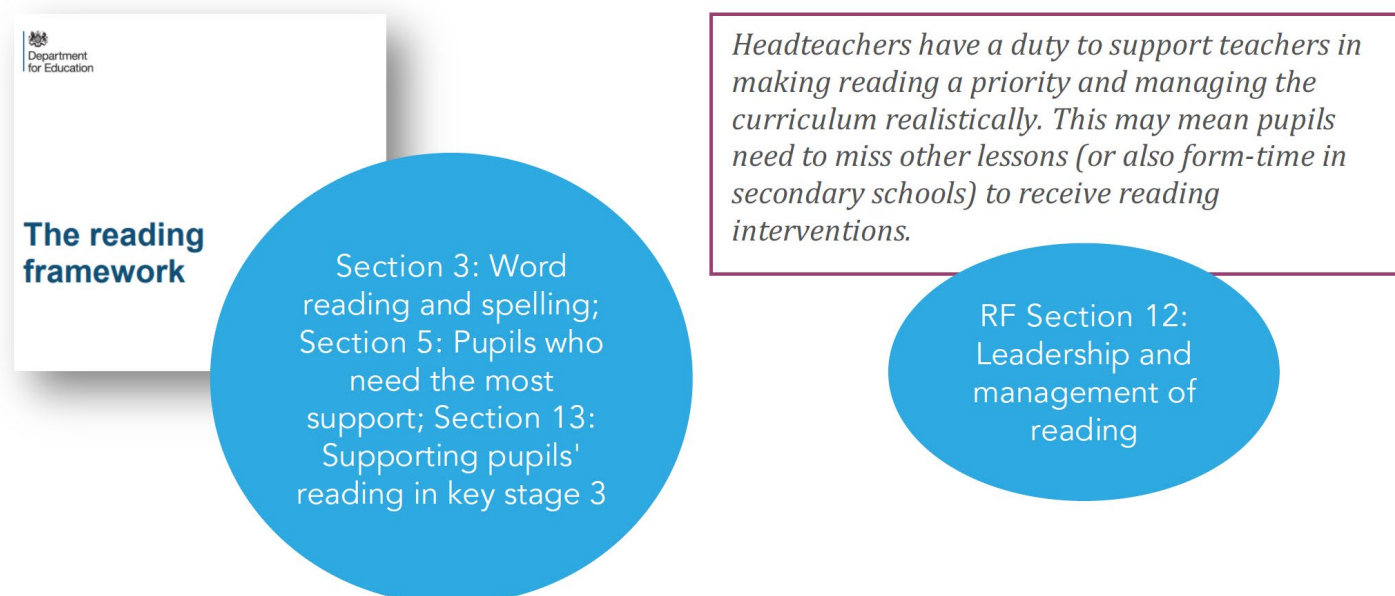
Students who are reluctant readers will need positive support and praise throughout their reading experience. We believe that keeping them motivated through success will drive learning and progress. Each Quest has been set out to be targeted and achievable with the intention of securing a bank of phonemic knowledge along the Reading Quest journey. As that bank of knowledge grows so does their understanding of the alphabetic code. And that's their ultimate 'quest' - to know the code well enough to finish Reading Quest; to decode, to read words at a glance and become sufficiently fluent for effective comprehension.

Staff can help students through their interactions by praising and supporting them as they rapidly improve their reading, taking note and noticing the ever-increasing gains that each student is making. We would recommend, where appropriate, being open and transparent with students about the reason for this intervention and how it will benefit them, and to share with them their own learning plan so that they understand the goal clearly.

Certificates and Prize Spot in Reading Quest Online will help staff to reward students for their success. There are also features included within the Reading Quest Online programme to help students have ownership for their reading successes, as we want to empower students to take their learning forward.

# 14. Appendices

## i. Case for Phonics for Older Readers



Current guidance and research supports instruction of phonic teaching, so that students of any age have the skills, knowledge and understanding to master the alphabetic code.

Here is a list of considerations for implementing phonics teaching for older readers:

- The phonics programme should be an SSP.
- Ideally, suitable for older readers.
- In order to make rapid progress, pupils should **start at the highest point in the programme that is necessary for them to make progress.**
- Individual / small group intervention likely to be needed.
- Fully trained staff.
- Immediate intervention.
- Pupils should be assessed carefully and reassessed frequently.
- Pupils' success depends upon them learning academic vocabulary – and this depends on their ability to decode and understand this new vocabulary rapidly.

## ii. Phonics Subject Knowledge

It is important for staff to feel 'trained' in phonics. This involves a review of current subject knowledge, participating in training and then feeling confident to review practice and understanding. It may mean that training content needs to be revisited, which is why FFT on-demand sessions are extremely useful. Sharing practice with colleagues and being open to development opportunities can be a useful and effective part of CPD. The phonics subject knowledge component of the Reading Quest training schedule provides firm knowledge of phonics for those teaching the programme.

### Why are 'pure' sounds so important?

It is really important to establish the use of pure sounds. When sounds are taught with an extra 'u' – a guttural U, they actually add an extra bit onto each sound. They add a schwa which isn't there. It is important to say the sounds, the phonemes, in a pure way so that students can hear and say them when bending and segmenting words.

### The schwa

The schwa (/ə/) is the name of a vowel sound that is found only in unstressed positions in the English language where a vowel does not make its long or short vowel sound. The schwa sound is also one of the most common vowel sounds in English! Where the most common vowel letter in the English language is /e/, the most common vowel sound is the sound /uh/, which is what we call schwa. It is represented in the phonetic alphabet as /ə/ (like an upside down 'e'!). In English, it is mainly found in unstressed positions, but in some other languages, it occurs more frequently as a stressed vowel.

a - balloon  
e - item  
i - family  
o - police  
u - support  
y - analysis

The schwa is a sound that is pronounced when the lips, tongue and jaws are relaxed. For ease and not to confuse students, we advise that when you hear a schwa in a word where the phoneme is unstressed - for example in crocodile - just explain as follows...

*This word is crocodile and it has a schwa so we don't say croc-Odile we say croc-UH-dile.*

The schwa occurs frequently in words that can be spelled in many ways and is dependent on regional accent, so it has not been possible to note words where the schwa is present. Think of it as an 'uh' sound, which varies according to accent and explain to pupils what it is using the term schwa if appropriate.

### Voiced and unvoiced sounds

All vowels and some consonants are voiced; they are formed with vibration in the vocal chords, and no push of air. Voiced consonants are: /b/ /d/ /g/ /j/ /l/ /m/ /n/ /r/ /v/ /w/ /y/ and /z/

Unvoiced consonants; they make no vibration in the vocal chords, but there is a push of air.

Unvoiced consonants are: /f/ /h/ /k/ /p/ /s/ /t/ /x/ /qu/ and digraphs /ch/ /sh/

The digraph /th/ can be voiced as in 'that' or unvoiced as in 'thing'.

Word endings can also be voiced and unvoiced - 'ed' - 'hurled' (/d/) or 'soaked' (/t/)

- When the letter 's' is after an unvoiced sound, it is pronounced as a (/s/). e.g. hats, works, laughs.
- When the letter 's' is after a vowel, another 's', or a voiced consonant, it is pronounced as a (/z/) sound - tubes, beds, moves, clothes.

### iii. Developing Reading Fluency

#### Fluency Scores

According to the Standards and Testing Agency: *Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read more slowly than this while still being able to understand what they are reading.*

90 Words Correct Per Minute (WCPM) is a score that is used in Reading Quest as a marker. We recommend that pupils falling below this figure need targeted fluency support within the programme. Suggestions about where to start the programme can be found on page 8.

On page 8 it is also noted that these lessons would benefit students who also have fluency scores slightly higher than 90 WCPM and a range of 90-135 is provided as a guide. This figure is taken from FFT's Reading Assessment Overview target WCPM range and matches the expectations for the higher-level text within the Reading Quest Assessment.

#### Fluency in the Classroom

It is important to provide students with a wide range of reading opportunities so that skills can be developed and embedded. Taking time to develop principles and practices within the classroom will help students as they move from receiving intervention to application in lessons.

Fluency can be supported in the classroom by:

- Having a whole school awareness of which students need support
- Scaffolding and adaptive teaching methods
- Providing appropriate access to adult support
- Modelling fluency
- Having reading buddies – selecting students carefully. Ideally a fluent reader who is able to model
- Never asking a pupil who struggles with reading to read out loud to the class
- Parental guidance and engagement
- Having informal sessions to address key skills (as opposed to formal interventions)
- Assigning appropriate reading books to take home
- Never discouraging students from taking home a book, regardless of its difficulty

## iv. Comprehension

While some comprehension activities have been included in the Reading Quest Activity pages of the Student Workbooks, it is a programme that is targeted towards improving decoding and fluency rather than comprehension specifically. Once students have mastered the alphabetic code and have finished Reading Quest, they may need to move onto FFT's Reciprocal Reading Programme, directly aimed at improving comprehension. Reciprocal Reading teaches comprehension strategies and provides a unique approach that students can apply to comprehending all that they read.

## v. Reading for Pleasure

Students should also be supported to access age-appropriate texts that engage and widen their reading experiences and develop fluency and comprehension. This could be achieved in school via reading to and with pupils. Their progress in developing comprehension needs to be as carefully monitored as their progress in phonics and decoding.

This can be supported by:

- Access to the main English Curriculum in school
- Accessing audio texts
- Encouraging students to explore texts
- Providing hi-lo texts
- Using the Reading Quest materials and Reading Quest Online- revisiting, re-reading or reading texts not covered in QUEST sequence teaching sessions

## vi. Co-operative Learning Pedagogy

In order to encourage students to take ownership of their learning, co-operative learning pedagogical approaches are woven through FFT's Reading Programmes.

- Practise Active Listening
- Help and Encourage Others
- Everyone Participates
- Explain Your Ideas and Tell Why
- Complete Tasks

Reading Quest encourages practitioners to develop good learning models so that pupils can follow the pedagogical principles outlined above. For example, using paired talk and allowing students time to answer and participate fully.

Here is a list of some of the strategies that support the development of Co-operative Learning:

### **Choral Read**

A whole group reading of the text. The adult and students read each sentence together. They read at a pace that allows them to quickly decode unfamiliar words. If possible, the adult lowers their voice once the students get started. This allows the adult to listen and assess.

### **Echo Read**

Students repeat after the adult chorally to practise reading fluently.

### **Chunking**

Chunking is a way of splitting up longer words when decoding. For example, for 'fantasy' you would cover 'asy' with your fingers and decode 'fant', then cover 'fant' and decode 'asy' and finally uncover the whole word and put both chunks together.

### **Choral Response**

All the students give a one-word or short-phrase answer simultaneously on cue from the adult.

### **My-Turn-Your-Turn**

The adult presents, for example, a new word to the students by pointing to their own chest as they say, 'My turn'. They then point to the students and say, 'Your turn', to cue them to repeat it.

### **Sentence Stem**

The students are encouraged to give answers to questions in complete sentences by being provided with a sentence-starter to scaffold the content of their answer. For example, to support the answering of the question 'Why did Huff and Puff run away from Dad?' the Sentence Stem 'Huff and Puff ran away from Dad because...' could be given.

### **Partner Talk**

Instead of the adult calling on one child to provide the answer to a question, all questions are discussed with a Talk Partner. This way, all students are involved in thinking about the answer to any question.

### **Tell-Your-Partner**

Tell-Your-Partner is a simple way of making sure the students are on track with the lesson by asking them to tell their partner something which does not require higher-order cognitive processing. For example, they could repeat something that the adult had just told them.

### **Think-Aloud**

The adult models aloud their own thinking about the reading process in order to give the students information about how proficient readers think.

### **Think-Pair-Share**

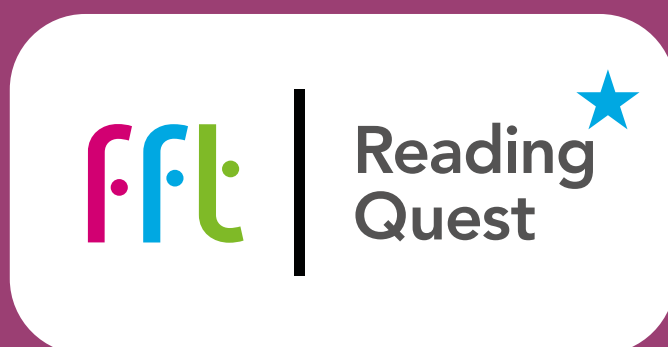
Think-Pair-Share is a higher-order process than Tell-Your-Partner (see above) as in this strategy, thinking time is required before articulating an answer to a question with a partner. Questions that would be appropriate for Think-Pair-Share would be responses to questions that require some level of inference or processing of information in order to formulate an answer.

### **Think Time**

A reminder to students to think about their answer before articulating to their partner.







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**Tel:** 01446 776 262 | **Email:** [phonics@fft.org.uk](mailto:phonics@fft.org.uk) | **<https://fft.org.uk/literacy/>**