Culverhill School – Scarborough Reading Rope

Vocabulary- SALT input and support looking at vocabulary. Use of tailored visuals resources such as Widgit across school to support acquisition of new words with visuals.

Background Knowledge- Drawing on real life experiences and contextual opportunities that learners can apply to their own learning.

Verbal Reasoning- SALT and daily practice in class. Exploring verbal problem solving via games and comprehension.

Literacy knowledge- Each week has a different focus of writing skill and writing genre.

Phonological Awareness- Daily phonics input, rhyme, song, variety of text

Decoding- Phonics screener and Reading Tracker to identify specific areas to target e.g. GPC correspondence, Tricky words, High Frequency Words

Sight recognition – Daily phonics input, games, flash cards, recap of learnt graphemes, Tricky Words, implementation of 'See and Learn' if needed

Language Comprehension

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97-110). New York, NY: Guilford Press.

Word Recognition