

*'Shine like stars in the world. 'Philippians 2:15*



# **St Paul's Church of England Primary School**

## ***Phonics*** ***Long Term Plan*** **2023-2024**

**'Shine like stars in the world. 'Philippians 2:15**

**Phonics Long Term Curriculum**

**Phonics Long Term Plan – Unlocking Letters & Sounds**

Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<i>Phase 1 alongside Phase 2 – sound discrimination, phonological awareness, rhyme, oral blending and segmenting</i>					
<b>The teaching sequence – Revisit – Teach – Practise – Apply - Assess</b>					
<p><b>Phase 2</b>  <b>Week 2 – 11.9.23</b>  (slides 1-5)  s, a, t, p  <b>Week 3 – 18.9.23</b>  (slides 6-10)  i, n, m, d  <b>Week 4 – 25.9.23</b>  (slides 11-15)  g, o, c, k  CEW  Read: the  <b>Week 5 – 2.10.23</b>  (slides 16-20)  ck, e, u, r  CEW  Read: to, into  <b>Week 6 – 9.10.23</b>  (slides 21-25)  h, b, f, ff  CEW  Read: no, l  <b>Week 7 – 16.10.23</b>  (slides 26-30)  l, ll, ss  Read words with -s ending  CEW  Read: go  <b>Assess and review Phase 2</b>  Highlight - red</p>	<p><b>Phase 3</b>  <b>Week 1- 30.10.23</b>  (slides 1-5)  j v w x  CEW  Read: me  <b>Week 2 – 6.11.23</b>  (slides 6-10)  y, z, zz, qu  CEW  Read: we, be  <b>Week 3 – 13.11.23</b>  (slides 11-15)  ch, sh, th (voiced and unvoiced) ng  CEW  Read: he, she  <b>Week 4 – 20.11.23</b>  (slides 16-20)  ai, ee, igh, oa  CEW  Read: was, you  <b>Week 5 – 27.11.23</b>  (slides 21-25)  oo, ar, or, ur  CEW  Read: they, all  <b>Week 6 - 4.12.23</b>  (slides 31-35)  ow oi ear air  CEW  Read: are, my  <b>Week 7 and Week 8 – 11.12.23</b>  <b>Reinforce</b>  <b>Assess and review Phase 3 work Weeks 1 – 5</b>  Highlight - yellow</p>	<p><b>Continue Phase 3</b>  <b>Week 1–8.1.24</b>  (slides 36-40)  ure er  read words containing digraphs and trigraphs  CEW  Read: her  <b>Week 2 – 15.1.24</b>  (slides 26-27)  ing endings  <b>Assess and review Phase 3 work</b>  <b>Phase 3 (Mastery)</b>  <b>Week 3 – 22.1.24</b>  (slides 1-5)  Revisit GPCs: j v w x  Revisit CEW  Read: me  <b>Week 4 – 29.1.24</b>  (slides 6-10)  Revisit GPCs: y z zz qu  Revisit CEW  Read: we, be  <b>Week 5 – 5.2.24</b>  (slides 11-15)  Revisit GPCs: ch sh th ng  Revisit CEW  Read: he, she  Highlight in orange</p>	<p><b>Phase 3 (Mastery)</b>  <b>Week 1 – 19.2.24</b>  (slides 16-20)  Revisit GPCs: ai ee igh oa  Revisit CEW  Read: was, you  <b>Week 2 – 26.2.24</b>  (slides 21-25)  Revisit GPCs: oo ar or ur  Revisit CEW  Read: they, all  <b>Week 3 – 4.3.24</b>  (slides 26-30)  Revisit GPCs: ow oi ear air  Revisit CEW  Read: are, my  <b>Week 4 – 11.3.24</b>  (slides 31-35)  Revisit GPCs: ure, er  Words containing digraphs and trigraphs  Revisit CEW  Read: her  <b>Week 5 – 18.3.24</b>  <b>Assess and review Phase 3 work</b>  <b>Week 6 – 25.3.24</b>  <b>Assess and review Phase 3 work</b>  Highlight in green</p>	<p><b>Phase 4</b>  <b>Weeks 1 - 6</b>  <b>CVCC and CCVC words:</b>  teach blending of words with adjacent consonants that contain graphemes taught in Phase 2  <b>Week 1 – 15.4.24</b> (slides 1-5)  _ft, _ld, _lk, _lt  Read: said, have  Spell: she, be  <b>Week 2 – 22.4.24</b> (slides 6-10)  _mp, _nd, _nk, _nt  Read: like, so, do  Spell: was, you  <b>Week 3 – 29.4.24</b> (slides 11-15)  _sk, _st, _ct, _pt, _xt  Read: some, come  Spell: they, all, are  <b>Week 4 – 6.5.24</b> (slides 16-20)  bl, br, cl, cr  Read: were, there  Write: my, her  <b>Week 5 – 13.5.24</b> (slides 21-25)  gl, gr, pl, pr, sm, sn  Read: little, one  Read words containing <b>-ed</b> endings with no change to the root word  <b>Week 6 – 20.5.24</b> (slides 26-30)  sp, st, sw, tr, tw,  Read: when, out, what  Read words containing <b>-ing</b> endings with no change to the root word  <b>Assess and review Phase 2, 3 and 4</b>  Highlight in blue</p>	<p><b>Phase 4 (Mastery)</b>  <b>Week 1 – 3.6.24</b> (slides 1-5)  <b>CVCC words:</b> teach blending of words with adjacent consonants containing graphemes taught in Phase 3  CEW  Read and spell: said, have  <b>Week 2 – 10.6.24</b> (slides 6-10)  <b>CVCC words:</b> teach blending of words with adjacent consonants containing graphemes taught in Phase 3  CEW  Read and spell: like, so, do  <b>Week 3 – 17.6.24</b> (slides 11-15)  Teach blending of polysyllabic <b>CVCC</b> and <b>CCVC</b> words  CEW  Read: some, come  <b>Week 4 – 24.6.24</b> (slides 16-20)  Teach blending of <b>CCVCC</b>  CEW  Read: were, there  <b>Week 5 – 1.7.24</b> (slides 21-25)  Teach blending of <b>CCVCC</b> and polysyllabic <b>CCVCC</b> words  CEW  Read: little, one  <b>Week 6 – 8.7.24</b>  Teach blending of <b>CCCVCC</b>  CEW  Read: when, out, what  <b>Week 7 and 8 – 15.7.24</b>  <b>Assess and review Phase 2, 3 and 4</b>  Highlight in purple</p>
<b>Progress</b> Secure Phase 2	<b>Progress</b> Secure Phase 3		<b>Progress</b> Complete Phase 4		

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**Phonics Long Term Curriculum**

Reading Stars Phonics Decodable Phase 2	Reading Stars Phonics Decodable Phase 2/3	Reading Stars Phonics Decodable Phase 3/4	Exceeding Decodable Phase 4/5
Lowest 20% - intervention	Lowest 20% - intervention	Lowest 20% - intervention	Lowest 20% - intervention

Year 1 Autumn 1	Year 1 Autumn 2	Year 1 Spring 1	Year 1 Spring 2	Year 1 Summer 1	Year 1 Summer 2
The teaching sequence – Revisit – Teach – Practise – Apply - Assess					
<b>Phase 4</b> <b>Revision plus Y1 NC Requirements</b>  <b>Week 1: Revise Phase 4 - 4.9.23 (slides 1-5)</b> Teach adding <b>-s</b> and <b>-es</b> as a plural marker for nouns. Teach adding <b>-s</b> and <b>-es</b> as a third person singular marker for verbs. Revisit blending of words where <b>-es</b> and <b>-es</b> are added. <b>Week 2: Revise Phase 4 11.9.23 (slides 6-10)</b> Teach adding the suffix <b>-ing</b> to verbs. <b>Week 3: Revise Phase 4 18.9.23 (slides 11-15)</b> Teach adding the suffix <b>-ed</b> to verbs. Teach adding the suffix <b>-er</b> to verbs to change them to a noun. Revisit adding the suffixes <b>-ed</b> and <b>-er</b> to verbs. <b>Week 4: Revise Phase 4 25.9.23 (slides 16-20)</b> Teach adding the suffix <b>-er</b> to adjectives. Revisit adding the suffixes <b>-est</b> <b>Week 5: Revise Phase 4 2.10.23 (slides 21-25)</b>	<b>Complete Phonics Screening Check – baseline</b> <b>Begin Phase 5 (a)</b>  <b>Week 1 – 30.10.23 (slides 1-5)</b> Teach new graphemes for reading: <b>ay ou ie ea</b> Teach the days of the week. <b>CEW</b> New (read): <b>oh, their</b> Days of the week <b>Week 2 – 6.11.23 (slides 6-10)</b> Teach new graphemes for reading: <b>oy ir ue(glue) ue(cue)</b> <b>CEW</b> Revisit and spell: <b>said, so</b> New (read): <b>people</b> <b>Week 3 – 13.11.23 (slides 11-15)</b> Teach new graphemes for reading: <b>aw wh ph ew(blew)</b> <b>CEW</b> Revisit and spell: <b>have</b> New (read): <b>Mr, Mrs</b> <b>Week 4 – 20.11.23 (slides 16-20)</b> Teach new graphemes for reading: <b>ew(few) oe au ey</b> Teach new phoneme <b>/zh/</b> <b>CEW</b> Revisit and spell: <b>like,</b> New (read): <b>looked, called</b> <b>Week 5 – 27.11.23 (slides 21-25)</b>	<b>Complete Phonics Screening Check – check for progress</b> <b>Phase 5 (a)</b> <b>Mastery plus Y1 NC requirements</b> <b>Week 1 – 8.1.24 (slides 6-10)</b> Revisit: <b>oy ir ue(glue) ue(cue)</b> Teach correct use on <b>-ph</b> (NC) <b>CEW</b> Read: <b>people</b> Spell: <b>said, so, people</b> <b>Week 2 – 15.1.24 (slides 11-15)</b> Revisit: <b>aw wh ph ew(blew)</b> Teach correct use on <b>-wh</b> (NC) <b>CEW</b> Read: <b>Mr, Mrs</b> Spell: <b>have, Mr, Mrs</b> <b>Week 3 – 22.1.24 (slides 16-20)</b> Revisit: <b>ew(few) oe au ey</b> Teach correct use on <b>-tch</b> (NC) <b>CEW</b> Read: <b>looked, called</b> Spell: <b>like, looked, called</b> <b>Week 4 – 29.1.24 (slides 21-25)</b> Revisit: <b>a-e e-e i-e o-e</b> Teach correct use on <b>-ve</b> (NC) <b>CEW</b> Read: <b>called</b> Spell: <b>some, come, called</b> <b>Week 5 – 5.2.24 (slides 26-30)</b> Revisit: <b>u-e(flute) u-e(cube)</b> Teach: <b>correct use of ing, -ed, -er</b>	<b>Continue to prepare for Phonics Screening Check</b>  <b>Phase 5 (b)</b> <b>Teach alternative pronunciations of known graphemes for reading</b>  <b>Week 1 – 19.2.24 (slides 1-5)</b> <b>a</b> (as in acorn), <b>a</b> (as in fast), <b>a</b> (as in was), <b>e</b> (as in he) <b>CEW</b> Read: <b>water, where, who, again</b> Revisit and spell: <b>little, one</b> <b>Week 2 – 26.2.24 (slides 6-10)</b> <b>i</b> (as in mind), <b>o</b> (as in no), <b>u</b> (as in unit), <b>u</b> (as in put) <b>CEW</b> Read: <b>thought, through, mouse, work</b> Revisit and spell: <b>do</b> <b>Week 3 – 4.3.24 (slides 11-15)</b> <b>ow</b> (as in snow), <b>ie</b> (as in chief), <b>ea</b> (as in head), <b>er</b> (as in her) <b>CEW</b> Read: <b>many, laughed, because</b> Revisit and spell: <b>when, what</b> <b>Week 4 – 11.3.24 (slides 16-20)</b> <b>ou</b> (as in you), <b>ou</b> (as in could), <b>ou</b> (as in mould), <b>y</b> (as in by), <b>y</b> (as in gym) <b>CEW</b>	<b>Phonics Screening Check</b>  <b>Phase 5 (c)</b> <b>Teach alternative spellings of phonemes</b>  <b>Week 1 – 15.4.24 (slides 1-5)</b> <b>/ch/</b> (as in picture) <b>/ch/</b> (as in catch) <b>/j/</b> (as in fudge) <b>/m/</b> (as in lamb) <b>CEW</b> Spell: <b>oh</b> <b>Week 2 – 24.4.24 (slides 6-10)</b> <b>/n/</b> (as in gnat) <b>/n/</b> (as in knit) <b>/r/</b> (as in wrap) <b>/s/</b> (as in listen) <b>CEW</b> Spell: <b>their</b> <b>Week 3 – 29.4.24 (slides 11-15)</b> <b>/s/</b> (as in house) <b>/z/</b> (as in please) <b>/u/</b> (as in some) <b>/i/</b> (as in happy) <b>Week 4 – 6.5.24 (slides 16-20)</b> <b>/i/</b> (as in donkey) <b>/ear/</b> (as in here) <b>/ear/</b> (as in beer) <b>/er/</b> (as in father) <b>CEW</b> Revisit and spell: <b>people</b>	<b>Phase 5 (c)</b> <b>Teach alternative spellings of phonemes</b>  <b>Week 1 – 3.6.24 (slides 31-35)</b> <b>/oo/</b> (as in could) <b>/oo/</b> (as in put) <b>/ai/</b> (as in day) <b>/ai/</b> (as in came) <b>/ee/</b> (as in sea) <b>Week 2 – 10.6.24 (slides 36-40)</b> <b>/ee/</b> (as in these) <b>/ee/</b> (as in happy) <b>/ee/</b> (as in chief) <b>/ee/</b> (as in key) <b>CEW</b> Revisit and spell: <b>called, asked</b> <b>Week 3 – 17.6.24 (slides 41-45)</b> <b>/igh/</b> (as in pie) <b>/igh/</b> (as in by) <b>/igh/</b> (as in like) <b>/oa/</b> (as in low) <b>Week 4 – 24.6.24 (slides 46-50)</b> <b>/oa/</b> (as in toe) <b>/oa/</b> (as in bone) <b>/yoo/</b> (as in cue) <b>/yoo/</b> (as in tune) <b>Week 5 – 1.7.24 (slides 51-55)</b>

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**Phonics Long Term Curriculum**

<p>Teach adding the prefix <b>un</b> to verbs. Teach adding the prefix <b>un</b> to adjectives.</p> <p><b>Week 6: Revise Phase 4 9.10.23 (slides 26-30)</b> Teach reading words with contractions.</p> <p><b>Week 7 – 16.10.23</b> <b>Assess and review</b></p> <p>Highlight – red</p>	<p>Teach new graphemes for reading: <b>a-e e-e i-e o-e</b> CEW Revisit and spell: some, come, called</p> <p><b>Week 6 – 4.12.23 (slides 26-30)</b> Teach new graphemes for reading: <b>u-e(flute) u-e(cube)</b> CEW Revisit and spell: were, there New (read): asked</p> <p><b>Week 7 - 11.12.23</b> <b>Phase 5 (a)</b> <b>Mastery plus Y1 NC requirements (slides 1-5)</b> Revisit: <b>ay ou ie ea</b> Teach correct use on <b>-nk</b> (NC) CEW Read and spell: oh, their Spell: Days of the week</p> <p><b>Week 8 – 18.12.23</b> Reinforce <b>Assess and review</b> Highlight - yellow</p>	<p>(NC) Revise all Phase 5a CEW Read : asked Spell: were, there, asked</p> <p><b>Assess and review</b></p> <p>Highlight in orange</p>	<p>Read: different, any, eyes Spell: out</p> <p><b>Week 5 – 18.3.24 (slides 21-25)</b> y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) CEW Read: friends, once, please Revisit and spell: friends, once, please <b>Week 6 – 25.3.24</b> <b>Assess and review</b></p> <p>Highlight in green</p>	<p><b>Week 5 – 13.5.24 (slides 21-25)</b> /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all) CEW Revisit and spell: Mr, Mrs <b>Week 6 – 20.5.24</b> /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word) CEW Revisit and spell: looked</p> <p><b>Assess and review</b></p> <p>Highlight in blue</p>	<p>/ (y)oo/ (as in stew) /oo/ (as in clue) /oo/ (as in June) /oo/ (as in blew) <b>Week 6 – 8.7.24 (slides 56-60)</b> /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar) /sh/ (as in chef)</p> <p><b>Week 7 and 8 – 15.7.24</b></p> <p><b>Assess and review</b></p> <p>Highlight purple</p>
<p><b>Autumn Term – complete Phonics Screening Check to give Baseline</b></p> <p><b>Progress</b> Evidence of pupils applying their phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.</p>				<p><b>Progress</b> Almost all pupils are secure in Phase 5 by 31 May. Pupils meet and/or exceed the expected standard in the phonics screening check in June.</p>	

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**Phonics Long Term Curriculum**

<p><b>Reading Stars Phonics</b> <b>Decodable Phase 3/4/5</b></p> <p><b>Lowest 20% - intervention</b></p>	<p><b>Reading Stars Phonics</b> <b>Decodable Phase 4/5</b></p> <p>GDS – start the book band scheme</p> <p><b>Lowest 20% - intervention</b></p>	<p><b>Reading Stars Phonics</b> <b>Decodable Phase 4/5</b></p> <p>GDS – continue book band scheme</p> <p><b>Lowest 20% - intervention</b></p>
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Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1	Year 2 Spring 2	Year 2 Summer 1	Year 2 Summer 2
<p><b>The teaching sequence – Revisit – Teach – Practise – Apply – Assess – the sequence will be worked through over a number of sessions</b></p>					
<p><b>Unlocking Letters &amp; Sounds</b> <b>Phase 5 (a)</b> <b>Week 1 – 4.9.23</b> Spellings choosing from alternative graphemes with the same sound: <b>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e</b> Revisit reading all <b>CEW</b> <b>Week 2 – 11.9.23</b> Spellings choosing from alternative graphemes with the same sound: <b>ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</b> Revisit reading all <b>CEW</b></p> <p><b>Phase 5 (b) Mastery</b> <b>Week 3 – 18.9.23</b> Revisit alternative pronunciations of known graphemes, for reading: <b>a (as in acorn)</b> <b>a (as in fast)</b> <b>a (as in was)</b> <b>e (as in he)</b> <b>i (as in mind)</b> <b>CEW</b> Revisit (read): water, where, who, again <b>Week 4 – 25.9.23</b> Revisit alternative pronunciations of known graphemes, for reading: <b>o (as in no)</b></p>	<p><b>Unlocking Letters &amp; Sounds</b> <b>Phase 5 (c) Mastery</b> <b>Week 1 – 30.10.23 (slides 1-5)</b> Revisit alternative spellings of phonemes: <b>/ch/ (as in picture)</b> <b>/j/ (as in fudge)</b> <b>/m/ (as in lamb)</b> <b>/n/ (as in gnat)</b> <b>/n/ (as in knit)</b> <b>/r/ (as in wrap)</b> Revisit reading all <b>CEW</b> <b>Week 2 – 6.11.23 (slides 6-10)</b> Revisit alternative spellings of phonemes: <b>/s/ (as in house/listen)</b> <b>/z/ (as in please)</b> <b>/u/ (as in some/other)</b> <b>/ee/ (as in happy/donkey)</b> <b>/ear/ (as in here/deer)</b> Revisit reading all <b>CEW</b> <b>Week 3 – 13.11.23 (slides 11-15)</b> Revisit alternative spellings of phonemes: <b>/ar/ (as in father/half)</b> <b>/air/ (as in there/pear/bare)</b> <b>/or/ (as in all/four/caught)</b> <b>/ur/ (as in learn/word)</b></p>	<p><b>Week 1 – 8.1.24</b> Words ending in 'le'</p> <p><b>Week 2 – 15.1.24</b> Words ending in 'al'</p> <p><b>Week 3 – 22.1.24</b> Words ending in 'al'</p> <p><b>Week 4 – 29.1.24</b> Words ending in 'il'</p> <p><b>Week 5 – 5.2.24</b> Assess and review. Assess and review <b>CEW</b></p> <p>Highlight orange</p>	<p><b>Week 1 – 19.2.24</b> Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound</p> <p><b>Week 2 – 26.2.24</b> Words where 'es' is added to words ending in 'y'</p> <p><b>Week 3 – 4.3.24</b> Words where 'ed' is added to words ending in 'y'</p> <p><b>Week 4 – 11.3.24</b> Words where 'er' and 'est' are added to words ending in 'y'</p> <p><b>Week 5 – 18.3.24</b> Words where 'ing' as added to words ending in 'e'</p> <p><b>Week 6 – 25.3.24</b> Assess and review Assess and review <b>CEW</b></p> <p>Highlight in green</p>	<p><b>Week 1 – 15.4.24</b> Words where 'er' 'est' and 'ed' is added to words ending in 'e'</p> <p><b>Week 2 – 22.4.24</b> Words where 'ing' is added to single syllable words</p> <p><b>Week 3 – 29.4.24</b> Words where 'ed' is added to single syllable words</p> <p><b>Week 4 – 6.5.24</b> Words ending in 'ment' and 'ness'</p> <p><b>Week 5 – 13.5.24</b> Words ending in 'ful' and 'less'</p> <p><b>Week 6 – 20.5.24</b> Assess and review. Assess and review <b>CEW</b></p> <p>Highlight in blue</p>	<p><b>Week 1 – 3.6.24</b> Words that are homophones or near homophones</p> <p><b>Week 2 – 10.6.24</b> Words that are homophones or near homophones</p> <p><b>Week 3 – 17.6.24</b> Words ending in -tion</p> <p><b>Week 4 – 24.6.24</b> Words containing apostrophe for contraction</p> <p><b>Week 5 – 1.7.24</b> Words containing an apostrophe for possession.</p> <p><b>Week 6 and 7 -- 8.7.23</b> – Assess and review. Assess and review <b>CEW</b></p> <p>Highlight in purple</p>

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**Phonics Long Term Curriculum**

<p>u (as in unit) u (as in put) ow (as in snow) ie (as in chief) CEW Revisit (read): thought, through, mouse, work</p> <p><b>Week 5 - 2.10.23</b> Revisit alternative pronunciations of known graphemes, for reading: ea (as in head) er (as in her) ou (as in you) ou (as in could) ou (as in mould) CEW Revisit (read): different, any, eyes</p> <p><b>Week 6 – 9.10.23</b> Revisit alternative pronunciations of known graphemes, for reading: y (as in by) y (as in gym) y (as in very) sch (as in school) ch (as in chef) CEW Revisit (read): friends, once, please Revise reading all CEW</p> <p><b>Week 7 – 16.10</b></p> <p><b>Assess and review</b></p> <p>Phonics assessment complete Highlight - red</p>	<p>/oo/ (as in could/put) Revisit reading all CEW <b>Week 4 – 20.11.23</b> <b>(slides 16-20)</b> Revisit alternative spellings of phonemes: /ai/ (as in day/came) /ee/ (as in sea/these/happy/chief/key) /igh/ (as in pie/by/like) /oa/ (as in toe/bone) /(y)oo/ (as in cue/tune/stew) Revisit reading all CEW <b>Week 5 – 27.11.23</b> <b>(slides 21-22)</b> Revisit alternative spellings of phonemes: /oo/ (as in clue/June/blew) /sh/ (as in special/station/sugar/chef) Revisit reading all CEW <b>Week 6 - 4.12.23</b> Words where 'c' makes a /s/ sound before 'e' 'i' and y</p> <p><b>Week 7 – 11.12.23</b> <b>Assessment and Review of all alternative spellings of Phonemes.</b> <b>Assessment and review of all common exception words.</b></p> <p>Highlight Yellow</p>				
<p>Lowest 20% continue reading decodable books 1:1 intervention</p>					