Getting Started with Oxford Reading Tree

Facilitator Notes

www.oxfordprimary.co.uk/ortdvd
Dear Literacy Leader,

I am really excited that your school has decided to use the Oxford Reading Tree. I hope that you will find ‘Getting Started with Oxford Reading Tree’ a useful tool to support your INSETT sessions and help you implement the resources effectively across the school. If you have any questions or comments about the Oxford Reading Tree, please do get in touch at ort.international@oup.com.

The material in the participant’s workbook and these facilitator’s notes are designed to go alongside the ‘Using the Oxford Reading Tree in the International Classroom’ DVD clips which you can watch on the website www.oxfordprimary.co.uk/ortdvd. The participant’s workbook includes ‘reflect and discuss’ questions before you watch each clip. Participants will also find things to look out for as they watch. Follow up questions allow you to explore the free sample resources available on the website and think about their application in your classroom.

As you will be facilitating this INSETT, we recommend that you read through the additional notes provided in this pack before you watch the clips. This will help you to prepare any additional material or questions you feel may be relevant for your teachers. Teachers often find it useful to watch each clip two or three times in order to answer all of the questions. You can choose whether this time is broken down into 20-30 minute sessions on one section, or, if you have a half day (2-3 hours), to tackle all of the sections in one go.

There is a glossary of terminology at the end of these activities. If you feel your team may need to refresh their memory of these terms, you may like to give them time to construct the definitions in pairs before checking the answers with you or other members of the group.

Looking forward to hearing how you get on with these free support resources.

Best wishes,

Nathalie Reverchon
International Teacher Training Manager
Educational Division – Oxford University Press
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Key to icons:

The ‘Reflect and discuss’ questions offer you the opportunity to talk through the situation in your school and how it affects your staff and students.

The ‘Do you know?’ questions ensure that your teachers have understood the DVD clips they have watched and have the necessary knowledge to go forward.

The ‘Watch and listen’ icon tells you when to play the DVD clip. You may need to watch each clip more than once, or pause it after key information. The DVD clips can all be found at www.oxfordprimary.co.uk/ortdvd.

The ‘More on the web’ icon lets you know when there is additional material to print or to have onscreen during the training. Ensure you have this to hand before you start your training session.

Answers to all the questions are given in bold in these facilitator notes.
DVD Section 1: Introduction

Before watching the DVD

This session is a chance for you to discuss long-term learning objectives for the children and teachers in your school and to remind your team that children need to ‘learn to read in order to read to learn.’

At this stage, teachers or teaching assistants often find it useful to discuss why you have chosen to use or continue to use the Oxford Reading Tree. Share with your team the challenges you are looking to address in your school or the aims for school improvement in literacy. You may find the following questions helpful:

1. How many hours a week of English do you currently teach?
2. How many children in your class will be going on to study at Secondary school level in English?
3. How many children in your school do you expect to go on to English medium university studies?
4. What are the challenges that native English speaking children face learning in English in a non-English speaking environment?
5. What are the main challenges that children face learning English as an additional language?

1. How many schools in the UK use the Oxford Reading Tree?
   Approximately 80%

After watching the DVD

1. How many countries is the Oxford Reading Tree is used in?
   130
2. Can you label the characters from the Robinson family with the correct names?

![Character images]

Kipper (Christopher)  Mr Robinson (Dad)  Biff (Elizabeth)

Chip (David)  Mrs Robinson (Mum)  Floppy

1. Why do you think we call it a reading ‘tree’?
   The Tree is a metaphor for children’s growth as readers. In the Oxford Reading Tree, the Biff, Chip and Kipper characters run through all the core stories and phonic readers. Mixed ability classes can continue to read from different branches of the Oxford Reading Tree. These branches can support or extend children’s reading skills through poetry, non-fiction and further phonics practise.

2. Why are characters so important in the Oxford Reading Tree?
   We know that characters are an important factor in both motivating children to read as well as engaging them in a story. By reading about familiar characters in familiar settings, children can personally engage with the story which we know is an important factor in learning. It also allows them to concentrate on the various reading skills rather than worrying about who is who and where they are!

3. In which year group do children at your school study poetry in English?
   This will vary in each school.

4. At what age will they be expected to produce non-fiction writing?
   This will vary in each school.

5. Which branches of the Oxford Reading Tree offer practise of poetry and non-fiction?
   Glow-worms offer children a chance to explore a range of poetry suitable for their age and reading level. Fireflies introduce them to a range of non-fiction texts.
1. How many Stages are there in the Oxford Reading Tree?
   1, 1+, 2, 3, 4, 5, 6, 7, 8, 9
   There are 9 Stages, but Stage 1 is broken down between Stage 1 (wordless stories) and Stage 1+, which introduces key words and simple sentences.

2. What age group are the stories in the Oxford Reading Tree written for?
   In the UK, the books are used for children around the ages of 5-7. This will vary from classroom to classroom and if your children are first or additional English language speakers. The content of the stories and pictures are appropriate for children of this age.

Oxford Owl helps you to engage parents. We have researched the most common concerns and worries parents have about their children’s literacy and provide answers and support. We also give information about our key resources, such as Oxford Reading Tree, along with a number of free eBooks with activities. Go to www.oxfordowl.co.uk/reading.

3. How could you use the website to engage parents with the work you are doing in school?
   This will be different for every school.
DVD Section 2: Phonics

This session will show you an Oxford Reading Tree phonics lesson in action and give you the opportunity to discuss the use of phonics in your school.

For this section you may find it helpful to take a look at the sample resources from Floppy’s Phonics Teacher’s Handbook 2 and share them with your teachers. They can be viewed online or downloaded from [www.oxfordprimary.co.uk/ortdvd/sampleresources](http://www.oxfordprimary.co.uk/ortdvd/sampleresources).

Before watching the DVD

Ask your teachers to look at Gough and Tunmer’s Simple View of Reading model. A UK government review on teaching reading highlighted the need for readers to be proficient at word decoding as well as requiring good language comprehension.

1. Which of these reading skills (language comprehension and decoding) do you teach in your class? How much time do you allocate to each?

   Encourage participants to work with colleagues who are teaching classes of the same age group or level. Ask them to discuss how they plan their English literacy and reading lessons at the moment. Which skills do they focus on? Are there any other pressures or constraints on the curriculum?
2. Now put the following reading skills into the correct column:

<table>
<thead>
<tr>
<th>Language Comprehension</th>
<th>Word Decoding</th>
</tr>
</thead>
<tbody>
<tr>
<td>predicting meaning</td>
<td>sounding out</td>
</tr>
<tr>
<td>summarising</td>
<td>spelling</td>
</tr>
<tr>
<td>using context clues</td>
<td>pronunciation</td>
</tr>
</tbody>
</table>

For questions 3-5, ask the participants to work in pairs with another teacher. Encourage discussion of their personal experiences as children and adults of learning their first and any additional languages. Now reflect on those answers and discuss the principles of teaching reading that affect the way each person teaches individually, or that form a basis of the curriculum at your school. **This will be different in every school.**

3. What do you remember about learning to read in your first language?
4. How did you learn to read any additional languages?
5. Discuss with your colleagues the underlying principals that influence your teaching of reading.

1. What is a phoneme and how many are there in the English language?
   **Phonemes are the smallest unit of sound in language.** In English, we have 44 phonemes. If you studied linguistics, you may have come across symbols such as /ð/ /ŋ/ or /θ/. These symbols are from the International Phonetic Alphabet. In systematic synthetic phonics, we do not use these symbols to teach children. Instead, we teach them to crack the English alphabetic code through recognising letters and the sounds they represent.

2. What is a grapheme and how many are there in the English language?
   **Graphemes are the letters or letter groups that are code for the sounds or phonemes.** In British English, the spelling system is so complex that there are over 150 grapheme representations of the 44 phonemes.

3. What are segmenting and blending?
   **Segmenting is breaking a word down in to individual sounds.** Blending is when we sound out these phonemes together to say the whole word.

4. What are encoding and decoding?
   **Encoding is when children can reproduce the correct graphemes to form a whole word.** Decoding is when a child can identify graphemes from the alphabetic code and pronounce them correctly.
There are a number of questions for teachers to answer during this DVD clip. We recommend you read the questions first, then watch the clip once through without answering these questions. Then watch the clip for a second time answering as many questions as you can. Feel free to watch it again if you need to check your answers.

**During the DVD**

1. As you watch, keep a checklist of the resources that you see the teacher using in her phonics lesson. Underline the resources she uses and cross out the resource she doesn’t use:
   - flashcards
   - interactive whiteboard software
   - puppets
   - worksheets
   - sounds & letters books

2. Which sound is being practised in this lesson?
   The sound being taught is represented by the grapheme ‘o’ in words such as onion and mother.

3. Which grapheme is used to represent this sound?
   ‘o’

4. Which words does the teacher use to demonstrate this phoneme-grapheme correspondence?
   Onion, mother, son, Monday, front, glove, brother, worry

5. Which word does the teacher ask the children to find synonyms for?
   Contest. The child gives the synonym ‘competition’.

6. What are the learning advantages of getting the children to discuss answers with their partner?
   Answers may include (but not exclusively): oral language (speaking and listening) practise, children are less worried about making mistakes, encouraging weaker students to learn from peers. You may think of further advantages.

7. Which graphemes (with their corresponding sounds) had the children already learnt in a previous lesson?
   oi  oa  oo  ee  ow  er  ough

8. Draw a line through any skills that are not practised on the activity sheet in this lesson?
   - Letter tracing
   - Saying the sound and key word
   - Blending to read
   - Writing a grapheme
   - Reading and writing simple sentences
   - Oral segmenting and spelling

9. What are the other children doing while the teacher practises phonics with a small group?
   The children are working individually on further practise using the photocopiable activity sheet. The children practise segmenting and blending as well as letter formation, language comprehension and spelling.
10. Which order would a child following the Floppy’s Phonics programme read these books? Put them in order from 1-4.
   1. Floppy’s Phonics Fiction
   2. Floppy’s Phonics Non-fiction
   3. Decode and Develop
   4. Biff, Chip & Kipper Stories

After watching the DVD

“The recommendation is that phonics work should be time limited, giving children the skills to decode text from an early age. Comprehension, on the other hand, is an on-going skill, developing constantly throughout life. In choosing Oxford Reading Tree you are providing for both elements.”
Oxford Reading Tree Teacher’s Handbook

1. How many school years does UK policy advise for the teaching of phonics?
   UK education policy suggests that phonics is taught for a finite amount of time (for the first 2 to 3 years of schooling in English-immersion environments). Further practice may be needed for children in upper primary to ensure they are fully equipped with the reading skills they will need for independent study in Secondary/High School.

2. How long does UK policy advise for the teaching of comprehension?
   Comprehension, is seen as a lifelong skill which should be developed throughout a child’s academic career. So long as children can learn to read in the early years of schooling, they will be able to read to learn for the rest of their lives.

3. When does your school start teaching phonics?
   This will be different in every school.
DVD Section 3: Classroom Management

In this session you will see Oxford Reading Tree being used for whole class, group and independent work to develop key reading, writing, speaking and listening skills.

Before watching the DVD

The answers for questions 1-3 will be different in every school. Encourage your team to discuss the problems they face when trying to allow time for reading in class.

Regular story times in the classroom are a good way for teachers to model positive reading strategies and attitudes to reading. It also allows the teacher to monitor any struggling or reluctant readers who may require additional support. Teachers can introduce new or tricky vocabulary and extend children’s existing language comprehension through stories.

1. How much time do you spend teaching reading per week?

2. How much of this time is spent with the whole class and how much time is spent with the whole class, smaller groups and individuals?

3. How often do the children in your class have opportunities to read English story books at home?

Ensure your teachers have read the ‘During the DVD’ activity before you watch the clip.

During the DVD

1. Can you identify any activities from the three lessons you are going to watch which aim to:

| Engage the children’s interest | Pictures. 
| Predict what the story is about | Looking at the front cover of the book. 
| Pre-teach new vocabulary | Using the Magic page software with images, audio and film clips to elicit key vocabulary in context. 
| Model reading | Reading together as a whole class with the teacher. 
| Check comprehension | Questioning children. 
| Highlight grammatical features | Sentence level activities and word work. 
| Encourage a personal engagement with the characters. | Questioning the children. 

Magic Page software with images, audio and film clips. 
Magic Page software with images, audio and film clips. 
Using the Magic page software with images, audio and film clips. 
Reading extended versions of the story. 
Audio stories for interactive whiteboards on the Magic Page software. 
Small group guided reading. 
Interactive language activities in Magic Page. 
Small group guided reading.
After watching the DVD

1. How much time is recommended for a teacher to spend with a group doing guided reading?
   In the UK, most teachers spend about 20 minutes with a small group doing guided reading. This allows the teacher to concentrate on specific reading skills or language. The teacher supports the children to become more able readers by asking questions about the text to encourage good reading strategies.

2. How many students would you recommend take part in this small group?
   This will depend on the size of the class and the time available but many teachers find that a maximum of six children is a good number as this allows them to focus on the individuals in the group and assess their strengths and weaknesses.

3. Which resources can help teachers with using the Oxford Reading Tree for guided reading sessions?
   Each pack of reading books in the Oxford Reading Tree contains a free set of guided reading notes for the series.

Take a look at the sample resources for the Group/Guided Reading notes. They can be printed out or viewed online at www.oxfordprimary.co.uk/ortdvd/sampleresources.

1. What are the two main skills that the ‘Odd Egg’ guided reading notes are assessing?
   (C) language comprehension
   (W) word recognition
DVD Section 4: English as an Additional Language

In this session you will see Oxford Reading Tree being used to teach children with English as an additional language at different ages.

Before watching the DVD

1. What is your school’s policy on children and teachers using home languages in the classroom?
   This will be different in every school.

2. Imagine that your class don’t know the meaning of the word ‘caterpillar’. What techniques would you use if you wanted to pre-teach this word to your class?
   You might choose one of the following although you may have your own ideas:
   - Draw or show a picture
   - Use actions
   - Use the children’s first language
   - Use a sentence that puts the word in context

There are a number of questions for teachers to answer during this DVD clip. We recommend you read the questions first, then watch the clip once through without answering these questions. Then watch the clip for a second time answering as many questions as you can. Feel free to watch it again if you need to check your answers.

During the DVD

1. How many lessons per week do the children in the reception class have?
   3 lessons of English. The rest are in Spanish.

2. What does the teacher use to remind the children of the familiar characters?
   A puppet and pictures.

3. What familiar experience do the children watch Kipper having in this wordless story?
   Kipper is having his hair cut.

4. In the second class (6-7 year olds), why does the teacher cover key words from the story?
   To encourage children to remember key words and use the text and picture clues.

5. What activity does the teacher in the second class do to check her students’ comprehension of the story?
   She invites the children to match the sentences to the pictures together as a class. They then consolidate this work individually.

6. In the third class (8-9 year olds), what is the objective of the whole class sentence building activity?
   The whole class activity raises children’s awareness of different parts of language and how sentences are composed. This is then used as a model for their own writing.
After watching the DVD

1. What are the advantages of having a wordless stage of stories?

   The Oxford Reading Tree is based on characters that the children can relate to as they are of a similar age to the readers. The wordless stories allow children to focus on character and familiar settings before new language is introduced. They may also allow teachers working in bilingual schools to introduce the children’s first language.

Take a look at the sample resources for the Teacher’s Guide for Children Learning English. They can be printed out or viewed online at www.oxfordprimary.co.uk/ortdvd/sampleresources.

1. Which lesson does the first activity sheet in this sample support?

   Fun at the Beach. Keep an eye out for this activity sheet being used in a lesson in the classroom clips.

2. What skill does the activity practise?

   Spelling of key words and capital letter awareness.
DVD Section 5: Comprehension

In this session you will see how students can actively predict, visualise and engage with the stories to develop their language comprehension skills.

Before watching the DVD

1. Ask your colleagues, what comprehension skills the children in their class struggle with most. This will be different in every school.

2. What strategies do you use in class when children do not understand a new word? You might choose one of the following although you may have your own ideas:
   - Draw or show a picture
   - Use actions
   - Use the children’s first language
   - Use a sentence that puts the word in context.

Ensure your teachers have the ‘during the DVD’ activities ready to complete while they are watching the clip.

During the DVD

1. Why does the teacher in the first class ask the children to put the pictures in the correct order? Choose the correct answer or answers:
   a. To check understanding of key vocabulary
   b. To assess how well the children have remembered and understood the sequence of the story
   c. As a model for the children’s own drawing.

2. In the second lesson, the teacher asks the children to remember key words and phrases from the story. What is the aim of this activity? Choose the correct answer or answers:
   a. To test their understanding of the words
   b. To help the teacher to remember the story
   c. To use the language as a model for their own writing.

After watching the DVD

1. Which of these activities could you use in your classroom? This will be different in every school. Discuss how these activities could work in your classroom. Would there be any challenges or obstacles?
2. What are the advantages of familiar story settings and characters when focusing on comprehension skills?
   As the characters in the Oxford Reading Tree are of a similar age to the readers, the children can relate to them. This allows them to get to know the characters and become familiar with the settings before gradually introducing new language.

3. How does teaching comprehension through stories support the teaching of phonics?
   UK policy shows that both comprehension skills and word decoding are the two most important skills in learning to read. By teaching through stories, children are developing their language comprehension. This supports the word recognition skills they are taught through synthetic phonics.

Take a look at the sample resources for the Comprehension Photocopy Masters: Stages 3-5. They can be printed out or viewed online at www.oxfordprimary.co.uk/ortdvd/sampleresources.

Look at the activities for ‘A Cat in the Tree’

1. Which aspect of comprehension is this activity helping the children to develop? Write the correct page number (page 6 or page 7) next to each objective.
   - Understanding character motivations and actions (page 6)
   - Developing key animal vocabulary (page 7)
**DVD Section 6: Writing**

In this session you will see how Oxford Reading Tree is a fantastic springboard for creative writing.

**Before watching the DVD**

1. Which of these writing skills do your children most struggle with? Put them in order from 1-10: from the most difficult (1) to the easiest (10).
   - letter formation;
   - spelling;
   - vocabulary;
   - punctuation;
   - handwriting;
   - ideas;
   - grammar;
   - connectives;
   - paragraphs;
   - word order;
   This will be different in every class.

2. Over this teaching year, what narrative structures will you be expecting the children in your class to produce?
   This will be different in every class. Some examples might be stories with familiar settings, fantasy stories, poems, instructions, posters etc.

There are a number of questions for teachers to answer during this DVD clip. We recommend you watch it once through without tackling these questions and then for a second time in order to answer them.

**During the DVD**

1. How many times will the children listen to a story from ‘Stories for Writing’ before exploring it in more detail?
   The children listen twice to become familiar with the story.

2. What does exploring the story in more detail help the children to do?
   This helps children internalise language patterns and construct the story world. It also provides children with a model for writing their own stories.

3. The teacher sets the children a task to develop their power vocabulary. What were the synonyms of ‘said’ that the teacher encouraged the children to use? Would you use any other synonyms with your children?
   Cheered, shouted, cried, laughed. Discuss possible alternatives.

4. Which resource helps the children to remember the story structure and then structure their own stories?
   The story map.
After watching the DVD

Take a look at the sample resources from the Stories for Writing Teaching Handbook. They can be printed out or viewed online at www.oxfordprimary.co.uk/ortdvd/sampleresources.

1. On page 36 of the sample resources, which Oxford Reading Tree adventure stories does the lesson plan recommend also reading with the children?
   Land of the Dinosaurs (stage 6); Submarine Adventure (stage 7); Viking Adventure (Stage 8); Victorian Adventure (stage 8); Egyptian Adventure (stage 8); The Quest (stage 9)

Go to the Oxford School Improvement website: http://www.oxfordschoolimprovement.co.uk. Under the Leading Experts tab on the left, scroll through to find a short video from Pie Corbett about ‘Talk for Writing’. Watch the clip.

1. What is ‘talk for writing’ and how does it help children in their own writing?
   Talk for Writing was a project to encourage children to talk about reading and writing. This aims to encourage children to feel confident as writers.

2. How many ‘experts’ are on this website? Do you recognise any of them?
   There are 15 experts giving free advice on improving schools on this website.
   Pie Corbett, Sue Palmer, Nikki Gamble, Ros Wilson, Maureen Lewis, Gary Wilson, Marilyn Joyce, Tony Wing, Richard Dunne, Ruth Miskin, Lorraine Petersen, Di Hatchett, Debbie Hepplewhite, Jean Gross, Lynn Churchman

1. Watch one other video of interest to you and discuss the issues with your team.
   This will be different in every group. Look out for additional materials you could use in future INSETT sessions.
DVD Section 7: Assessment

In this session you will find out about the assessment guidance in Oxford Reading Tree and see opportunities to monitor and assess learning in the classroom.

Before watching the DVD

1. How often do you assess children’s reading during a school year?
   This will be different in every school

2. How do you assess a child’s reading level?
   This will be different in every school

1. What are formative and summative assessments?
   “Summative assessment measures what the child already knows. It is a measurement of attainment, usually given as a grade or level. This is assessment of learning. Formative assessment considers how a child is learning and what they need to learn next. This is assessment for learning.”
   Taken from Assess and Progress Teacher’s Handbook (9780199180509; page 12)

Ensure your teachers have the ‘during the DVD’ activities ready to complete while they are watching the clip.

During the DVD

1. What resources does the teacher use to assess the child’s reading?
   Unseen texts and reading assessment worksheets from the Assess and Progress box set.

2. What is the purpose of this assessment?
   To see if the child is ready to move to the next Oxford Reading Tree stage.

After watching the DVD

Take a look at the sample resources from the Assess and Progress Teacher’s Handbook. They can be printed out or viewed online at www.oxfordprimary.co.uk/ortdvd/sampleresources.

1. Look at part 2 of the assessment ‘Oral Reading’. Which strategies and errors is the teacher looking out for?
   Strategies
   Sounding out/decoding
   Using context clues
   Self-correction
   Errors
   Needs help
   Reads the wrong word
   Misses a word
   Has to be told a word
Glossary of Terminology

**Auditive Learner**
From Gardner’s Theory of Multiple Intelligences. This type of learner learns best through listening.

**Blending**
Identifying individual graphemes then sounding out the phonemes with modified pronunciation to say the whole word.

**Connectives**
Words which are used to join ideas or phrases in a sentence.

**Decodable readers**
Reading material which only contains words which can be easily read by children who have learnt those particular phonemes.

**Decoding**
Showing that you can identify graphemes from the alphabetic code and pronounce them correctly.

**Encoding**
Reproducing the graphemes to correctly form a word i.e. spelling.

**Formative assessment**
An assessment of the child’s learning so far, used to inform your teaching.

**INSETT**
In Service Teacher Training

**Kinaesthetic Learner**
From Gardner’s Theory of Multiple Intelligences. This type of learner learns best through physical activity or actions.

**Miscue analysis**
The type of assessment used in the Oxford Reading Tree which identifies individual sub-skills and strategies for reading such as decoding, predicting and using context clues.

**Model teaching**
Demonstrating a particular technique to other teachers or to the students.

**Phoneme**
The smallest unit of sound.

**Pre-teach**
Teaching children vocabulary or phonemes in advance that they will need to complete a task successfully.
**Scaffolding**
The support that a teacher or assistant provides to enable children to successfully achieve their learning outcomes through a task.

**Segmenting**
Breaking a word down into individual sounds or phonemes.

**Summative assessment**
Assessment which measures attainment or what the child already knows.

**Systematic synthetic phonics**
The explicit teaching of sounds and their corresponding letter representations in a set order.

**Visual Learner**
From Gardner’s Theory of Multiple Intelligences. This type of learner learns best through using visual aids such as diagrams and graphs.
Summary and next steps

Now you have completed ‘Getting Started with Oxford Reading Tree’, please discuss the original objectives with your team and let us know if you have any further questions.

We’d love to hear your feedback on this ‘Getting Started with Oxford Reading Tree’ training pack. Please complete the short questionnaire below and email it to us at international.training@oup.com.

1. What did you most enjoy?

2. What was the most useful part of the training?

3. What aspects of the Oxford Reading Tree would you like further training on?

4. Any other comments or feedback are most welcome

We hope you enjoy teaching with the Oxford Reading Tree.
Best regards,

Nathalie Reverchon
International Teacher Training Manager
Educational Division – Oxford University Press
Further training for Oxford Reading Tree

If you’ve found this course useful you might like to find out more about our paid for training options. Email us on training.international@oup.com to find out more.

Oxford Reading Tree Implementation Training

A full day’s in-school training workshop to help your teachers use Oxford Reading Tree effectively and with confidence.

Phonics Training

Debbie Hepplewhite, an independent phonics expert, and her accredited trainers will show you how to deliver effective synthetic phonics using Floppy’s Phonics Sounds and Letters.
Download additional copies and watch the DVD clips at [www.oxfordprimary.co.uk/ortdvd](http://www.oxfordprimary.co.uk/ortdvd)

For further support please call our Training Team on +44 (0)1865 353739