

READING PATHWAYS



THE BLOCK CREW

A six-week urban reading adventure

**Build fluency. Grow confidence.
Choose a safer path.**

SET 1 SOUND ORDER

Urban adventure • real-life safety • stronger reading

SIX-SESSION READING LOG

Record words the pupil struggled to read. Practise them again and note when they can read each word securely.

PUPIL _____ GROUP _____ START _____

SESSION	DATE	WORDS MISSED / DIFFICULT	SUPPORT / NEXT STEP	SECURE
1				☐
2				☐
3				☐
4				☐
5				☐
6				☐

A CLEAR PATH INTO READING

SIX WEEKS. ONE STORY.

A structured reading intervention linking decoding, comprehension and real-life safety.

6
WEEKS

4–5
**SESSIONS
PER WEEK**

WHO IT IS FOR

Target KS2/KS3 struggling readers

Focus Engaging, relatable texts

Theme Urban adventure and community safety

Session 30–45 minutes

CORE AIMS

- Build decoding fluency using the Reading Pathways sound order
- Grow reading confidence
- Develop vocabulary and comprehension

SAFETY LEARNING BUILT INTO THE STORY

- Road and travel safety
- Stranger awareness
- Online safety
- Peer pressure
- Knife and gang awareness
- Safe choices and trusted adults

Uses the Ruth Miskin Reading Pathways Set 1 sound order.

MEET THE BLOCK CREW

ONE ADVENTURE CONNECTS ALL SIX WEEKS

Older teens are using younger pupils to deliver stolen phones and packages around the estate. The crew must learn to spot risk, make safer choices and protect one another.

-
- | | | |
|-------|----------------|------------------------|
| 1 | MALIK | clever but impulsive |
| <hr/> | | |
| 2 | JAY | football-mad |
| <hr/> | | |
| 3 | RIO | funny and tech-smart |
| <hr/> | | |
| 4 | TIA | confident and sensible |
| <hr/> | | |
| 5 | COACH D | trusted youth worker |

Together they discover that courage is not about feeling fearless — it is about speaking up, staying together and choosing help.

A REPEATABLE WEEKLY RHYTHM

Each chapter combines phonics practice, shared reading, discussion and a short writing outcome.

1	SPEED SOUNDS	5 mins
2	BLENDING & DECODING	5 mins
3	SHARED READING	10 mins
4	VOCABULARY	5 mins
5	COMPREHENSION	5 mins
6	SAFETY DISCUSSION	10 mins
7	SHORT WRITING	5 mins

EVERY WEEK ALSO INCLUDES

- A clear key message and safety focus
- Questions for comprehension and discussion
- A practical writing or creative response

THE SIX-WEEK JOURNEY

WK	STORY	PHONICS	SAFETY & LEARNING
1	NEW CREW ON THE BLOCK	m a s d t i n p mat • sat • pin • map	Trusted adults and safe places. Read captions and write about a safe place.
2	THE PHONE TRAP	g o c k u b f dog • bug • cup • bus	Spot manipulation and say no safely. Read dialogue and explain a safe choice.
3	TROUBLE AFTER DARK	e l h sh r shop • shell • rush • hill	Use lit routes and stay together. Build fluency and create a safety poster.
4	MESSAGES ONLINE	j v y w th with • web • van • yes	Block, report and tell an adult. Read messages and write online-safety rules.
5	THE CHASE	z ch qu x chat • quiz • quit • fox	Leave unsafe pressure and seek help. Role-play and write advice.
6	THE SAFE CHOICE	ng nk ck + review ring • think • back • clock	Speak up and choose role models. Perform, reflect and write about the future.

DETAILED SESSION NOTES AND FULL STORY TEXTS FOLLOW

DELIVERY, ENGAGEMENT & ASSESSMENT

DESIGNED TO ENGAGE

- Fast-paced urban storyline
- Realistic dialogue
- Football, bikes and gaming references
- Cliffhangers and problem-solving
- A strong male mentor
- Team loyalty and resilience

ASSESSMENT CHECKPOINTS

Baseline letter-sound recognition, oral blending and fluency

Week 3 Set 1 sound recall and decodable sentence reading

Final fluency passage, comprehension and confidence reflection

EXTEND THE LEARNING

- Role-play scenarios
- Comic-strip retelling
- Podcast discussions
- Invite a youth mentor or police liaison
- Create safety campaign posters

Use the same story, sounds and safety language across reading, discussion and writing so pupils can rehearse ideas in more than one way.

NEW CREW ON THE BLOCK

1

SESSION NOTES

Sounds m, a, s, d, t, i, n, p

Story focus Malik moves to a new estate and meets Jay at the football cages.

Decodable words mat, sat, pin, tap, dip, map, pan

Safety focus Safe adults and safe places — who can help, what to do if lost and identifying trusted adults.

Reading Sound blending races; match pictures to words; read “Sam sat” and “Pat is mad.”

Comprehension Who did Malik meet? Where do the boys play? Who helps them feel safe?

Writing Write three sentences about a safe place.

Key message Know who can help, where to go and how to ask for support if you feel unsafe.

STORY TEXT • NEW BLOCK

Malik had a bag and a map.
Mum and Malik sat in a cab.
“New flat,” Mum said.

Malik did not grin.
The big flats had dark paths and tall bins.

Malik sat on a step.
A lad ran past.

Tap. Tap. Tap.
“Hi,” said the lad. “I am Jay.”
Jay had a ball.
“Can ya pass it?”
Malik did.

Smack!
Jay grinned.
“You can kick.”
Malik had a big grin now.
At dusk Mum rang.
“Malik! In now!”

Jay said, “Best get in. Mum says no lads out in dark.”

Malik ran in fast.
Mum said, “If ya get lost, ask a safe adult.”

Malik nods.
He had a pal now.

Week 1 — Writing response

Write three sentences about a safe place.

YOUR WRITING TASK

Describe a safe place.

CHECK

- ☐ three sentences
- ☐ capital letters
- ☐ full stops
- ☐ read it aloud

THE PHONE TRAP

2

SESSION NOTES

Sounds g, o, c, k, u, b, f

Story focus An older boy offers Jay a “free phone job.”

Decodable words dog, bug, cup, back, fog, bus

Safety focus Stranger awareness and manipulation — “too good to be true,” grooming language and saying no safely.

Reading Build words with sound cards; oral blending; read simple dialogue.

Vocabulary offer, trick, choice, safe

Comprehension Why was Jay unsure? What made the offer unsafe?

Writing Finish: “A safe choice is...”

Key message Be alert to offers that feel too good to be true and practise saying no safely.

STORY TEXT • THE JOB

Jay and Malik had a kickabout. A big lad in a black hood sat on a wall.

“Yo Jay,” he said.

Jay went still.

The lad had a gold watch and dark gloves.

“I got a job for ya.”

Jay did not grin.

“What job?”

“Fast cash. Just drop a phone bag.”

Malik saw Jay look down.

The lad said, “Easy money.”

Jay shook his head.

“Nah.”

The lad got up slow.

“You sure?”

Jay took a step back.

Coach D came out of the youth club.

“You lads ok?”

The big lad left fast.

Coach D said, “If it feels bad, walk off.”

Jay let out a long puff of air.

“That lad gives me bad vibes.”

Coach D nods.

“Smart lads spot tricks.”

Week 2 — Writing response

Complete the sentence and explain your choice.

YOUR WRITING TASK

A safe choice is...

CHECK

- ☐ finish the sentence
- ☐ give a reason
- ☐ check punctuation
- ☐ read it aloud

Week 3 — Meet sh

Start with one pair: model it, mark it and blend it

sh is two letters working together to spell one sound. Keep the pair together when you decode.

sh

ROUTINE

Use this four-step routine

- 1 **SCAN** Look across the whole word.
- 2 **MARK** Underline the two letters working as one sound.
- 3 **BLEND** Say the sound, then blend it into the whole word.
- 4 **CHECK** Ask: does the word sound right and make sense?

Important: do not split the pair while reading.

A **sh** word I can read:

EXAMPLES

ship • sh

shop • sh

fish • sh

rush • sh

shell • sh

dish • sh

Week 3 — Practise sh

Underline sh, then blend the whole word

sh

PRACTICE WORDS

SCAN • MARK • BLEND

ship

shop

fish

shell

rush

cash

dish

shut

wish

brush

shed

mash

STRETCH

Write two words with sh, then use one in a sentence.

TROUBLE AFTER DARK

3

SESSION NOTES

Sounds e, l, h, sh, r

Story focus The boys hear shouting near the shops at night.

Decodable words shop, shell, red, rush, hill

Safety focus Night safety and travelling safely — stay with friends, avoid risky areas and call home.

Reading Sound spotting; echo reading; fluency practice.

Vocabulary risk, alert, danger, route

Comprehension Why did Tia tell them to leave? What safer choices could they make?

Writing Create a “Stay Safe” poster.

Key message Choose safe, well-lit routes, stay with others and contact a trusted adult if worried.

STORY TEXT • DARK PATHS

Rain fell on the shops.
Malik, Jay and Tia left the sports hall.
The sky went black fast.
A shout rang out.

Crash!

A shop man ran to his door.
“Get back!” he yelled.
Tia pulled Malik’s sleeve.
“Come on. We go the safe way.”
Jay looked down the dark path.
“It is fast that way.”
Tia shook her head.
“No lights. No chance.”
They went by the main road.
Cars rushed past.
Lights lit the wet path.
Malik heard steps.
His chest felt tight.
Then—
“Yo! Wait up!”
It was Rio on his bike.
“You lot look shook.”
Jay laughed.
“Dark paths. Mad vibes.”
Rio rang his bell.
“Stick as a team.”
The four pals went home as one group.

Week 3 — Writing response

Draft the words for your “Stay Safe” poster.

YOUR WRITING TASK

Write a clear heading and safety messages.

CHECK

- ☐ clear heading
- ☐ three safety tips
- ☐ accurate spelling
- ☐ easy to read

Week 4 — Add th

Sort each word under sh or th; mark the pair before you blend

WORD BANK

ship • shop • fish • dish • rush • thin • moth • path • bath • that

sh

th

MESSAGES ONLINE

4

SESSION NOTES

Sounds j, v, y, w, th

Story focus Rio receives threatening messages online.

Decodable words with, that, web, van, yes

Safety focus Block and report; protect personal details; screenshot evidence; name trusted adults.

Reading Read message-style extracts; match sentences to pictures; partner reading.

Vocabulary private, report, pressure, account

Comprehension Why didn't Rio reply? Who could help him?

Writing Write three online-safety rules.

Key message Do not respond to threats; block, report, screenshot and tell a trusted adult.

STORY TEXT • THE MESSAGE

Rio sat with his tablet.

Ping.

A new message.

I SAW YA.

Ping.

YOU TALK TOO MUCH.

Rio felt cold.

Jay sat next to him.

"Who sent that?"

Rio shook his head.

"No clue."

Ping.

WATCH YOUR BACK.

Jay looked worried.

"Block that."

Rio did.

Then he took a screenshot.

Coach D saw the boys at club.

"You did the right thing," he said.

"Never chat with people who send threats."

Tia nodded.

"And tell adults."

Coach D smiled.

"Smart move."

Rio felt better.

The lads played ball in the gym.

The fear did not win.

Week 4 — Writing response

Write three clear online-safety rules.

YOUR WRITING TASK

Use rule words such as block, report and tell.

CHECK

- ☐ three rules
- ☐ command verbs
- ☐ full stops
- ☐ read it aloud

Week 5 — Add ch and qu

Find sh, th, ch and qu; count only the four partners taught so far

sh

ch

th

qu

PASSAGE

Read carefully. Mark each sound partner before you blend the word.

The queen had lunch at the shop. She chose a fish dish and had a chat with Theo. Then she ran a quiz.

Challenge: use one word with each of the four partners in a sentence.

COUNTS

How many times does each of the four sound partners appear?

sh _____

ch _____

th _____

qu _____

THE CHASE

5

SESSION NOTES

Sounds z, ch, qu, x

Story focus Jay is chased after refusing to carry a package.

Decodable words chat, quiz, quit, zip, fox

Safety focus Peer pressure and gang awareness — recognise risk, use exit strategies and get help.

Reading Timed decoding; action role-play; repeated reading.

Vocabulary pressure, escape, courage, respect

Comprehension What brave choice did Jay make? How did friends help?

Writing Write advice for someone under pressure.

Key message
Recognise unsafe pressure, leave quickly, seek help and stay close to trusted people.

STORY TEXT • THE CHASE

Jay left the shop with crisps and juice.
A hooded lad stood by the gate.

"You got that package?"

Jay froze.

"I said no."

The lad stepped close.

"You think ya tough?"

Jay ran.

Fast.

Past the flats.

Past the bins.

Crash!

A bike fell.

"Jay!"

It was Malik and Rio.

Jay gasped for air.

"He chased me!"

Rio rang Coach D.

Tia kept watch.

Coach D came fast in his van.

The hooded lad ran off.

Coach D sat with Jay.

"You did a brave thing."

Jay looked down.

"I was scared."

"Being scared is not weak," Coach D said.

"Bad choices trap kids."

Jay looked at his mates.

Good mates kept him safe.

Week 5 — Writing response

Write advice for someone under pressure.

YOUR WRITING TASK

Explain how to leave safely and get help.

CHECK

- ☐ clear advice
- ☐ safe action
- ☐ trusted adult
- ☐ check spelling

Week 6 — Add ng, nk and ck

Introduce the final three, then practise all seven partners together

sh

ch

th

qu

ng

nk

ck

WORD LIST

Mark the sound partner(s) beside each word as you read.

01 shop ____

06 pink ____

11 quick ____

16 drink ____

02 chin ____

07 black ____

12 song ____

17 shock ____

03 thick ____

08 shell ____

13 clock ____

18 string ____

04 queen ____

09 lunch ____

14 chunk ____

19 chicken ____

05 ring ____

10 think ____

15 bench ____

20 thank ____

RESULTS

Round 1: ____

Round 2: ____

Accurate words: ____

THE SAFE CHOICE

6

SESSION NOTES

Sounds ng, nk, ck +
review all Set 1

Story focus The crew
speak to Coach D and
report what happened.

Decodable words ring,
think, back, clock

Safety focus Community
safety and speaking up
— report concerns,
choose role models and
set future goals.

Reading Longer
decodable passage;
reader's theatre; fluency
celebration.

Vocabulary future, trust,
mentor, community

Comprehension How
did the boys change?
Why is speaking up
important?

Writing Write a "My safe
future" paragraph.

Key message Speaking
up, working as a team
and choosing trusted
adults helps keep
everyone safer.

STORY TEXT • SAFE CHOICE

The Block Crew sat in youth club.
Coach D put hot drinks on the desk.
"You lot did smart things," he said.

"You walked off."

"You spoke up."

"You stuck as one team."

Malik smiled.

Jay spun a basketball on his finger.

Rio fixed his bike chain.

Tia laughed at them all.

Coach D held up a poster.

NEW FIVE-A-SIDE LEAGUE

"Who wants in?"

"All of us!" Jay yelled.

Coach D grinned.

"That is the path ya want."

Not tricks.

Not gangs.

Not fear.

A real team.

Weeks later, the boys walked past the
dark path again.

But now the lights were fixed.

Kids played nearby.

Music rang out from the youth club.

Malik smiled.

"This block feels different now."

Jay nudged him.

"Nah."

"We feel different now."

The Block Crew walked on together.

Strong.

Safe.

And ready for more.

Week 6 — Writing response

Write your “My safe future” paragraph.

YOUR WRITING TASK

Describe the choices and people that will help you.

CHECK

- ☐ complete sentences
- ☐ future choice
- ☐ trusted support
- ☐ read it aloud

Cumulative writing challenge

After Week 6: use at least five different sound partners

sh

ch

th

qu

ng

nk

ck

YOUR CHALLENGE

Include at least five different pairs.

CHECK

- [] complete sentences
- [] underline each pair
- [] check spelling
- [] read aloud