Whole School agreed expectations of consistency in Reading
EYFS / KS1

Phonics (½ hour session)

Key expectation - Daily phonics is taught across school at the same time in EYFS and KS1. This session is to include 20 minutes' phonics lesson and 10 minutes of reciprocal reading.

Whole class teaching where appropriate is now used to deliver phonics.

20 minutes of teaching will be planned following StoryTime Phonics, with these key elements included:

Revisit – this is not to be the same rotation of sounds and tricky words. Be specific about the skill or sound that children need further support in.
Teach – new learning made explicit.
Practise
Apply (in which the teacher assess progress against the prior and new learning).

There is an expectation in every lesson that children will apply their new and prior learning in every session.

Phonics pedagogy:
Ensure correct enunciation of phonemes.
Consistent approach to actions and rhymes.
Active / interactive.
Game/story based – all activities provided through StoryTime Phonics scheme.

Rec – apply phonic knowledge to words. Then into captions and into sentences. At first tricky words to be in a different colour (blue) so that the children recognise that the words are non – decodable. Initially reading focus and move into writing as the year moves on.
From spring 2 begin to teach multisyllabic word building skills using 'er' sound as a start to introduce suffixes e.g. helper.

Y1 – apply phonics to words, captions and sentences in reading and writing.
All children in Y1 (unless with a specified difficulty or brand new to English) should be immersed in Phase 5 learning by no later than Autumn 2.

Y2 – apply phonics to words, captions and sentences in reading and writing.

Those children who move into Y2 not working at the expected level and do not pass their phonics check will continue to have daily phonics lessons.

Those children who have passed the phonics check move onto accelerated reader and are given a ZPD. These pupils have 30 minutes daily to read and quiz. The teacher will support pupils in these sessions by analysing quizzes and giving 1:1 feedback.

Phonics assessments take place every half term in the form of phonics screen/ tricky word acquisition to identify children for probes in following half term. Keep up not catch up approach.

10 minute reciprocal reading session
At the end of the phonics session children will be paired to read a book that applies previously taught sounds to support fluency and the skill of not overtly segmenting and blending, in order to develop their sight vocabulary.

Books in this session will be phonetically decodable and linked to current attainment of phonics group.

Children will work in pairs to read the text, taking turns a page at a time.
Partner 1 – will read the book.
Partner 2 – will hold a lolly pop stick and point to the word.
Children will support each other to decode and recognise tricky words.

Teacher/ Adults in class
Will 'live mark' reading strategies by intervening at the point of reading and re-model the error observed in the moment of reading. (Immediate feedback).

Approach to Guided Reading

Key expectation – Every guided reading group has an adult daily. Each session is ½ hour.
5 Guided reading sessions will take place. One of which is a cold comprehension activity completed independently.

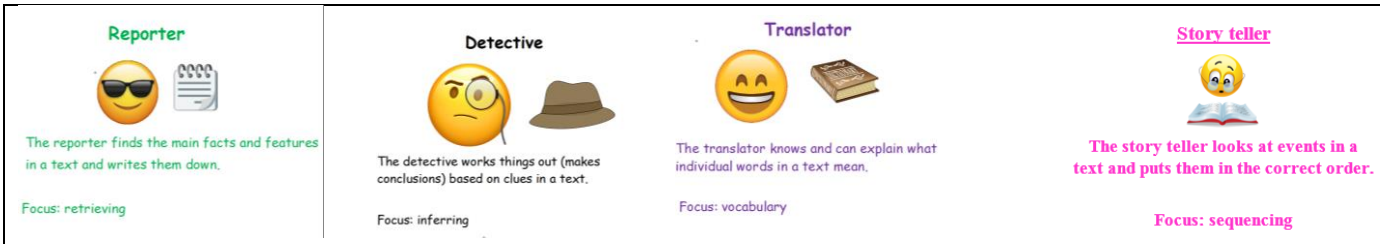
In EYFS (Reception) and KS1 we take a reading squad approach.

The reading squad is a team of 5 adults (Teachers and supporting staff members from across the school) who deliver guided reading to a group of pupils 4 x per week. The 5th guided reading session is cold comprehension activity to apply skills independently.

EYFS	Year 1	Year 2
Mon, Tue, Wed, Fri	Mon, Tue, Thur, Fri	Mon, Tue, Thur, Fri

Each member of the squad has a consistent 'tool kit'
-Tricky words
-phase 2,3,5 sounds
-Year group expected reading words
-reading domain skill for KS1 (child friendly version reading emojis)

Teachers plan and resource every group and the sessions that will be delivered.



Each session is structured in a consistent way –every session starts of using the flash cards appropriate for the group.
When listening to reading adults will 'live mark' reading strategies by intervening at the point of reading and re-model the error observed in the moment of reading. (Immediate feedback).

EYFS (Read 1 book per week)
Mon – Session 1
Focus – Book introduction and book handling skills.
Key teaching – identifying front cover/ title and back cover.
VC/ CVC word building skills.

Tue – Session 2
Focus – Fluency
Key teaching point – re-reading for fluency (bounce on reading/fluency scale vocab) and oral comprehension skills including re-telling skills.

Wed – Session 3
Focus – Re-telling and comprehension
Key teaching – Oral comprehension skills including re-telling skills.
VC/ CVC word building skills.

Fri – Session 4
Focus – Fluency and comprehension (retrieval)
Key teaching point – re-reading for fluency (bounce on reading/fluency scale vocab) and oral comprehension skills including re-telling skills.

Key Stage 1 (Read the same text all week)

Mon – session 1
Focus - Book introduction and first exposure
Key teaching points – identify front/ back cover/ blurb/ vocabulary that children will encounter/ reading strategy that will be used.

Tues – session 2
Focus – Prosody and second exposure to text
Key teaching points – Fluency (including reference to fluency scale vocab), expression, intonation, taking account of punctuation.
The children re-read the text using expression, intonation.

Thur – session 3
Focus – Re-telling and oral comprehension
Key teaching points – summarising/re-tell, comprehension linked to a specific reading domain.

Adult to introduce/ reinforce the reading skill that is being focused on and what we do to answer those types of questions. Guide children through a range of questions linked to the reading domain.

Fri – session 4
Focus – Written comprehension
Key teaching points – comprehension
Children to answer comprehension questions. Adult to reinforce the reading skill that is being focused on and 'live mark' written answers.

Wednesday is the independent cold comprehension activity.

The types of questions that children will have exposure to are:
Tick a box
Fill in the table
Draw lines to match the correct answers
Justification – give one/ two reasons why / How do you know
True / False statements
Use numbers to order
Explain a word meaning
Find and copy
Match the meaning questions
Questions focusing on author intent (vocab)
Write a word or phrase

Reading in English Lessons

KS1
In English they have a reading week and a writing week. The reading week focuses on fluency and comprehension activities linked to interrogating the text picking out key features to support writing.

We use differentiated texts to ensure that all pupils can access the class text.

Reading in school

EYFS – CLL time takes place – daily
Implemented in response to the EEF toolkit – Preparing for Early Literacy

Key expectation – To provide daily opportunity for delivery of stories in class linked to speaking and listening opportunities.

Range of activities –
Share story – use props where possible
Book handling skills
Who, What, Where, When questions.
Identify main characters
Identify Setting
Rhythm and rhyme activities
Words of the week (Tier 1,2,3 vocab)
Connect links to own lives.
Develop oral comprehension skills – Use the PEER approach
-Prompt
-Evaluate

-Expand the response
-Repeat the response.
Talk for writing – story maps – that then are shared in the reading corner.

KS1 – Story Time
Daily story read to class to develop children's reading for pleasure and understanding of authors.

Across both stages each class has an author focus box that is retained for the half term- 8 identified authors

- Julia Donaldson
- Eric Carle
- Claire Freedman
- Oliver Jeffers
- David Walliams
- Anthony Browne
- Giles Andrea
- Roald Dahl (Y2 only)

Additional evidence for reading

All children access a library visit
Book Trust
Little library van (Parents invited)
Vocabulary events – parade and children have a vocab crocodile in classrooms linked to a story.

Parent workshops/ help me learn focused on reading (All workshops are 1 hour long – ½ hour with just parents and ½ hour with parents supporting children)
Y2 – Reading skills
Y1 / EYFS– Phonics workshops

Half termly Facebook expectation videos of children (Y1 and Y2) reading out loud with the message look at our fabulous fluent readers!

Topic lessons
Cross curricular comprehension activities to acquire knowledge.

Assessment for reading

½ termly phonics assessments – from spring term a child in Y1 who is deemed to be falling behind is allocated to an adult who will deliver a precision teach of words 4 x per week.

Standardised Test – NTS assessments, PERA

Y2 SATs past papers

Accelerated STAR reading

Video recordings (See Hackney Learning Trust materials)

Fluency checks

Updated July 2021 by Lauren Davenport and Hayley Thompson (Key Stage One English Lead)

Whole School agreed expectations of consistency in Writing
EYFS / KS1

Approach to Writing

Key expectations

All children should be exposed to a range of high quality, language rich and differentiated texts.
To use differentiated texts approach to ensure that all pupils can access the class text.
Through differentiated texts, teach a writing week following a reading week. Children should be given the chance to gather key language and vocabulary, plan or think about what they are going to write. Read it-say it-write it.
A range of different text types should be taught including; fiction/narrative writing, non-fiction texts, recounts and instruction writing.
Writing should be modelled through shared writing on paper, not on interactive white boards.
All pencils should be sharpened regularly to maintain excellent presentation in books.

Approach to Handwriting

Key expectations

In F1 and F2 handwriting is taught through the StoryTime phonics scheme – Sparkle Marks.

Cursive formation is taught from Year 1, starting with pre cursive and working towards joining letters in cursive form in Year 2.

F1 - Squiggle whilst you wiggle programme 15 minutes daily.
F2 - Direct handwriting lessons daily.
KS1 - Daily handwriting practise and a minimum of one taught session per week.

Approach to Punctuation and Grammar

Key expectations

Basic punctuation (capital letter and full stop) is taught from FS2 to write simple sentences.
FS1/2 – children will be exposed to word classes through vocabulary teaching.
In KS1 children are taught curriculum appropriate grammar and punctuation through daily sessions for 15 minutes. Sessions may be taught discretely or through English lessons.

Approach to Spellings

EYFS

Tricky words - key expectation that these will be spelt correctly and not phonetically.
Spellings - are a SODA activity and children come in to practice and then are tested on a Friday. Spellings are the word lists linked to the assessment tool.

KS1

Spellings are taught daily through the 'Rising Stars' spelling programme. A different spelling pattern is taught weekly through a range of different activities, including games, poems and stories. Each week children are given a set of spellings to practise at home, these will include some words linked to the weekly spelling pattern and common exception words (from word lists linked to assessment tool). These are given out on a Monday and tested on Friday in a weekly spelling test,

administered through dictated sentences. Children will also practise these words daily as a morning activity.

Writing in English Lessons (progression)

EYFS approach to writing

Marks making meaning - children are encouraged to make marks and say what they have 'written'
Begin to learn right to left directionality

Begin to learn handwriting patterns, with the use of squiggle wiggle programme.

Movements include: up and down, side to side, circles - big, small, medium, spirals - in and out, zigzags, humps - over and under.

Initial sound writing - identifying and labelling objects with initial sound.
Oral blending and segmenting.

CVC frames
Step 1 - initial sound
Step 2 - initial and final sound
Step 3 - complete cvc word
Small captions
2 word captions- a dog
3 word caption –It is a dog
Sentences

1. **Sentence - capital letter and full stop**
2. **More than one sentence with capital letter and full stop**
3. **Conjunction - and**

KS1 approach to writing
Year 1
Simple sentences - correct letter formation, finger spaces, makes sense, capital letter and full stop.
Use conjunction words - and, because.
Range of punctuation - question marks.
Vocab - use of adjectives and sentence openers.
Write a sequence of sentences to form a short narrative.

Year 2
Use past and present tense correctly and consistently.
Use a range of co-ordination to join clauses - and, or, so, but.
Use some subordination to join clauses - when, if, that, because.
Use expanded noun phrases and sentence openers.
Use questions.

Write effectively and coherently for different purposes.
Make additions, revisions and proof-reading corrections to their writing.
Use range of punctuation taught at KS1 - capital letters and full stops, question marks, commas in lists, apostrophes for possession, exclamation marks.

Additional evidence for writing
Topic lessons - comprehension and writing activities taught through range of topics in Geography, History and RE. Cross curricular writing activities.
Assessment for writing
Writing is assessed 3 times a year at each assessment point. Spellings are also assessed at each assessment point. Teachers use formative assessment and live marking to track children's progress in writing. Children are given personal targets each week after writing which will then be focused on for the following week's write. Spellings, Grammar and Punctuation are assessed through NTS assessments or past SATS papers (Year 2).

Updated July 2021 by Lauren Davenport and Hayley Thompson (Key Stage One English Lead)