



Whole School agreed expectations of consistency in Reading EYFS / KS1

Phonics

At Alexandra Infants' School we use the DFE validated programme Anima Phonics. To ensure fidelity to the scheme we follow the teaching sequence set out by Anima Phonics, this ensures that the children are taught the relationship between sounds and letters in a clear and incremental way. Anima phonics supports the rapid acquisition of phoneme knowledge through a colour coding aid. The aid is gradually removed so that children are able to develop into skilled and independent readers.

Key expectation

Anima phonics is taught across school in EYFS and KS1. This session includes 20 minutes discrete phonics lesson with the structure of review, teach, practise and apply. Whole class teaching is used to deliver phonics, where appropriate if pupils require smaller groups to crack the code of phonics this will be put into place based on pupil assessment. There is an expectation in every lesson that children will apply their new and prior learning in every session.

The Core principles of teaching phonics:

- Ensure correct enunciation of phonemes, this is supported by audio clips.
- Consistent approach to actions and rhymes.
- Activities presented are repetitive, leading to familiarity of expectation, so that the children's cognitive load is fully available for learning.
- When children read, the books match the child's level of alphabetic code knowledge.
- Sight words are taught by drawing attention to the 'tricky' part of the word that does not fit in with what has been taught so far. This enables the children to easily identify the graphemes that make it an exception word.

Reception

The expectation is that children by the end of the year will have secured phase 2-4 and have started phase 5.

Phase 2 secured by October.

Phase 3 secured by December.

Phase 4 is taught throughout spring term applying previously taught sounds through extended code words beyond CVC and preparing children for multisyllabic word building.

Phase 5a is introduced in the summer term alongside the phase 3 corresponding grapheme.

Year 1

The expectation is that children by the end of the year will have secured phase 5 and be fully prepared for the national phonics check. They will also have started phase 6.

Phase 5b - secure by December.

Phase 5c - secure by April.

Phase 6a - secure by July.

Year 2

The expectation is that children by the end of the year will have secured phase 6.

Phase 6b - secure by December.

Phase 6c - secure by April.

Phase 6d - secure by July

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 lesson intervention.

Those children who have passed the phonics check move onto accelerated reader and are given a ZPD to support ensuring that they have an appropriately challenging home reading book extending beyond phonics.

Approach to Guided Reading

In guided reading teachers will use a range of strategies to support pupils becoming confident and fluent readers. These strategies include:

Model reading - teacher reading as the expert.

Choral reading - reading aloud together.

Echo reading - reading after the teacher copying tone, intonation and fluency skills modelled.

These strategies are a toolkit for adults to utilise when they deem it appropriate.

Key expectation -

Reception- Every guided reading group has an adult daily. Each session is 20 minutes. There are 3 sessions per week.

Year 1 - 5 Guided reading sessions will take place. Three sessions are completed using our reading squad and two sessions are a whole class guided reading session.

Year 2 - 5 Guided reading sessions will take place. Three sessions are completed using our reading squad for identified pupils, and all other pupils are taught in a whole class guided reading group. Two sessions are whole class mixed ability pairs to ensure that pupils who have not yet passed the phonics check keep up with the year 2 expectation.

The reading squad is a team of adults (Teachers and supporting staff members from across the school) who deliver guided reading to a group of pupils 3 x per week.

EYFS Mon, Tue, Wed	Year 1 Mon, Tue, Wed	Year 2 Mon, Tue, Wed
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Each member of the squad has a consistent 'tool kit'

-Rainbow words

-Anima phonics flash cards

-Year group expected reading words

-Reading domain for KS1 (child friendly version reading emojis)

-Thinking bubble

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

Reporter



The reporter finds the main facts and features in a text and writes them down.

Focus: retrieving

Detective



The detective works things out (makes conclusions) based on clues in a text.

Focus: inferring

Translator



The translator knows and can explain what individual words in a text mean.

Focus: vocabulary

Story teller



The story teller looks at events in a text and puts them in the correct order.

Focus: sequencing

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.

EYFS

The lesson structure is the same each day. It starts with a book introduction, book handling skills and vocabulary. The children will then read the book and oral comprehension for each page focusing on retrieval. The key teaching points will be identifying the front cover, title and back cover, re-reading for fluency (bounce on reading), oral comprehension skills, re-telling and word building skills.

Key Stage 1

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.

Session 2

Focus - Prosody, second exposure to text and oral comprehension

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.

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.

Session 3

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.

Session 4 and 5

Focus - whole class guided read

Key skills will be consolidated during this time whether it is application of phonics or comprehending a text. It will change throughout the year depending on the area of reading the children need to consolidate. Where unseen texts are used, they will be carefully chosen and specific reading domains are chosen pertinent to the text.

In any written comprehension tasks 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

Before and after sequencing questions.

Reading in English Lessons

KS1

In English reading is incorporated into the overall sequence of text types. Reading focuses on fluency and comprehension activities linked to interrogating the text picking out key features to support writing. Appropriate scaffolds are in place to ensure all pupils succeed.

Reading in school

Key expectation - To provide daily opportunity for delivery of stories in class linked to speaking and listening opportunities. Books selected are quality texts from both Stoke 100 reads and Pie Corbett's reading spine as well as new literature that becomes available.

EYFS - CLL time takes place daily. These sessions allow our children to talk the text and be immersed in rich vocabulary with a specific focus on weekly STAR words linked to their text.

The sessions include book skills such as naming parts of the text, acting out parts of the story, using a story map to retell the story, and questions of the week - who, what, where, why.

Implemented in response to the EEF toolkit - Preparing for Early Literacy

Story Time

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

These books are voted for by the class and there are opportunities for books to be re-read. These books are selected from a wide range of fiction and non-fiction so that links to other subjects are made. In fiction books the children have the opportunities to select picture books and longer chapter books.

Each class has an author focus box that is retained for the half term- 7 identified authors

- Julia Donaldson
- Eric Carle
- Claire Freedman
- Oliver Jeffers
- David Walliams
- Giles Andrea
- Emma Yarlett

Reading at Home
<p>Foundation 1 - To develop good reading habits pupils take part in a lending library. Each week the children select the book that they wish to take home to share with an adult.</p> <p>Foundation 2 - Phonetically decodable books go home as soon as a child is ready to read. The books allocated are in line with our phonics programme. At the start of a child's reading journey if a phonics book is not yet required they have phonics words games that supports them in developing segmenting and blending.</p> <p>Year 1 - Children continue to take home phonetically decodable books.</p> <p>Year 2 - Those pupils not yet reaching the expected standard will continue to access phonetically decodable books and those who have become more fluent readers will access books linked to accelerated reader.</p>
Additional opportunities for celebrating reading
<p>All children access a library visit</p> <p>Book Trust</p> <p>Little library van (Parents invited)</p> <p>Vocabulary events</p> <p>World Book Day events</p> <p>Parent workshops/ help me learn focused on reading (All workshops are 1 hour long - $\frac{1}{2}$ hour with just parents and $\frac{1}{2}$ hour with parents supporting children)</p> <p>Half termly Facebook expectation videos of children reading out loud linked to the EEF seven top tips to support reading at home.</p> <p>Other curriculum subject areas are supported by our reading offer.</p>
Assessment
<p>Formative assessment</p> <p>Children are assessed on a daily basis to ensure that any pupils at risk of falling behind in their acquisition of phonics are quickly identified and supported to ensure that they keep up, in order for the pupils to maintain pace of our phonics programme. Phonics books sent home are fully decodable and match the order in which we teach the sounds. Reading is prioritised to ensure that pupils can access the full curriculum and do not fall behind. Interventions are fluid and children access these as and when necessary.</p> <p>Summative assessment</p> <p>Half termly phonics assessments linked to SSP.</p> <p>Standardised Test - NTS assessments, PERA</p> <p>Y2 SATs past papers</p> <p>Accelerated STAR reading</p> <p>Video recordings (See Hackney Learning Trust materials)</p> <p>Fluency checks</p>

Updated Summer 2022 - Reading Lead - H. Thompson

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