



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 discreet 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.

Approach to Reading

In reading squads 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 expectations

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

Year 1 - Every reading squad group has an adult daily. Each session is 20 minutes. There are 3 sessions per week. There is 1 additional session of reciprocal reading which is done whole class or within the phonics group.

Year 2 - Every reading squad group has an adult daily. Each session is 20 minutes. There are 3 sessions per week. Reading squads are used for identified pupils, and all other pupils are taught in a whole class group. There is 1 additional session of reciprocal reading which is done whole class or within the phonics group.

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.

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)

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

Reading Squad Structure

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 - Oral/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

Focus - reciprocal reading

In partners children to read the book from reading squads listening/supporting each other.

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
- Rachel Bright
- Giles Andrea
- Emma Yarlett

We also have a poetry box that each class has during the year.

Reading at Home

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.

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.

Year 1 - Children continue to take home phonetically decodable books.

Year 2 - Children continue to take home phonetically decodable books pitched at the phonics level they are working at.

Anima phonics books are sent home which go from Phase 2 to Phase 6.

Additional opportunities for celebrating reading

All children access a library visit

Book Trust

Little library van (Parents invited)

Vocabulary events

World Book Day events

Parent workshops/ help me learn focused on reading (All workshops are 1 hour long - half an hour with just parents and half an hour with parents supporting children)

Phonics watch me learn sessions - parents come in to watch their child participating in a phonics lesson

Other curriculum subject areas are supported by our reading offer.

Assessment

Formative assessment

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. Interventions are taken from Anima phonics.

Summative assessment

Half termly phonics assessments linked to SSP

Phonics Screening Check materials

Y2 SATs past papers

Video recordings (See Hackney Learning Trust materials)

Fluency rubric using Anima phonics books

Review due Summer Term 2027