

## Early Reading Non-Negotiables (EYFS and Key Stage 1)

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Our Early Reading Non-Negotiables are based on: [The Reading Framework: Teaching the Foundations of Literacy](#).

### *Reading Lessons*

#### *EYFS Literacy Lessons*

- Literacy lessons are based on Drawing Club.
- The text of the week is launched with a 'Sparkly Start' to give children lots of opportunities to talk and ask questions and to inspire and excite children to want to read the text.
- The text is then read to the children on a Monday with a focus on character. The text is read again on a Tuesday where the focus is the setting.
- The remaining three lessons are based on Drawing Club. The teacher models drawing and writing an adventure from the story. The children then go to Drawing Club and write at least twice a week. This may be a dictated word or sentence or when children are ready the children think of their own sentence.

#### *EYFS Reading*

- Children have access to books throughout the day, both in the classroom and in the outside areas.
- Phonics activities are part of the continuous daily provision to enable children to apply their learning.
- Children are celebrated for being 'Brilliant Bookworms' when they read in their 'Busy Time'.
- Children who are able to access a Rhino Reader read 1:1 with an adult each week.
- Children who are not ready for a decodable book share a story with an adult in a small group.

#### *Year 1 Reading Lessons (20 minutes):*

- Year 1 Reading lessons take place every day for 20 minutes (usually between 10.50 and 11.10).
- Monday-Thursday: Guided Reading (This is adjusted where necessary due to cohort)
  - Children read a fully decodable phonics text at their level (linked to their phonics lessons) with a group of children at the same level supported by the teacher.
  - The other children undertake their phonics workbooks, completing the page which links to the lesson taught earlier.
- Friday: Whole Class Reading Day focusing on high quality texts above the level the children can access independently using the following sequence:
  - Slide 1: introduces the front cover of the book, the author, and other titles by author.
  - Slide 2: introduces the key skill – the Totally Pawsome Gang Dog (Vocabulary Victor). Share 3 key words (or phrases), dual-coded (words and pictures) with the definition directly from the class dictionary.
  - Slide 3: the same dual-coded key words (or phrases) within the sentence from the text.
  - Teacher reads the text, modelling how a good reader reads. Teacher stops at the end of each sentence to clarify words (or phrases) that the children don't understand.
  - At the end of the session the teacher leads a quick vocabulary game to allow the children to demonstrate their knowledge and understanding of the words clarified in the lesson.

#### *Year 2 Reading Lessons*

- Year 2 Reading lessons take place every day for 20 minutes (usually between 10:50 and 11:10)
- Monday-Wednesday: Share standardised introduction slides (for approximately 3 minutes) showing:
  - Slide 1: name of book, author, other titles by author, context, similar stories. Recap the previous chapter or reading by summarising the previously read pages so that any children who didn't get that far yesterday have the context.
  - Slide 2: introduce the key skill to be developed today and the corresponding Totally Pawsome Gang Dog (Vocabulary Victor, Rex Retriever, Inference Iggy, Sequencing Suki, Predicting Pip) with standardised guidance for working with that key skill.

- Slide 3 (3 minutes): pre-teaching slide with two key pieces of language dual-coded (words and pictures) with the definition directly from the class dictionary. Use the clarification process with children.
- Slide 4 (4 minutes): share a small section of the text (e.g. paragraph, page or pair of pages) that is to be read next based on previous lessons. Read it to the children (modelling quality reading) and then model and verbally discuss using this lesson's key skill through book talk.
- Slide 5 (10 minutes): children read the text with same-ability partners for an extended period of time. Whole-class interruptions from the teacher should be limited, but teacher should be circulating, listening to children read, asking deepening questions and ensure children are on-task. Children who struggle with reading should be supported by an adult with the focus on book talk.
- Book Talk with Partner (3 minutes): children 'book talk' with their partner, using sentence stems and questions.
- Slide 6 (5 minutes): children complete a short written activity in books using this lesson's skill.
- Thursday-Friday: Two groups of children read a fully decodable phonics text at their level (linked to their phonics lessons) with a group of children at a similar level supported by the teacher. The other children read their Rhino Reader book or complete a phonics-based task to consolidate their learning.
- Spring Term onwards Monday to Thursday is whole class text as above and Friday is a comprehension-based lesson using unseen text with questions.

### *Reading at Home*

- Children take home an individual reading book ('Rhino Reader') which is fully phonetically decodable and are encourage to read this to their grown-ups as many times as possible. These are designed to consolidate children's phonetic knowledge. See [How to Choose the Correct Individual Reading Book](#).
- Children who are capable of reading and understanding texts at a level beyond their current phonics learning will take home a fully phonetically decodable book and an additional higher non-phonetically levelled book to ensure that they continue to build a love of reading.

### *Rainbow Reading Road*

- Across the whole school children are encouraged to record their reading for pleasure in a Rainbow Reading Road Log. When children have completed the required amount of reads for each level they are rewarded with a coloured band and a named raffle ticket gets entered into a draw for a reading book.

### *Reading for Pleasure*

- In EYFS the children have story time every day. The special helpers choose two books from the library. The children vote throughout the day for their favourite book which is read to them by an adult at the end of the day. As an additional story time EYFS are visited once a week by a mystery reader, where a family member comes in and shares a story with the class.
- In Year 1 the children have four story times a week using high-quality texts that are chosen by the teachers and link to events in the world or things being learnt at school, one slot is used as a mystery reader slot where family members come in and share a story with the class. The fifth story time slot is used for songs and rhymes time where they sing nursery rhymes and other childhood songs.
- In Year 2 the children have story time everyday using high-quality texts that are chosen by the teachers and link to events in the world or things being learnt at school.
- Once every half-term, class teachers should organise a library lesson for their children. This can be structured any way the teacher desires, but needs to focus on using library skills (selecting books) and reading for pleasure. This is accounted for in the Friday comprehension lesson overview but can be done at any point in the half term.