

## 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*

- 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.
- The remaining four Literacy lessons inspire reading and writing linked to the text. There are opportunities to practise phonics skills, speaking skills and mark making.

#### *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 (30 minutes):*

- Year 1 Reading lessons take place every day for 30 minutes (usually between 09:35 and 10:05).
- Monday: 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.
- Tuesday-Friday: Guided Reading
  - 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 an adult.
  - See [Guided Reading Crib Sheet](#).
  - Children will read 2 books every week:
    - Day 1: Word-reading focus – decoding and blending and re-reading for fluency.
    - Day 2: Reading with fluency and verbal comprehension questions.

#### *Year 2 Reading Lessons*

- Year 2 Reading lessons take place every day for 30 minutes (usually between 09:35 and 10:05).
- Monday-Tuesday: 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 three 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.
- Wednesday: comprehension-based lesson using an unseen text with SATs style questions.
  - Thursday-Friday: 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 an adult.
  - Children will read 1 book every week:
    - Day 1: Word-reading focus – decoding and blending and re-reading for fluency.
    - Day 2: Reading with fluency and verbal comprehension 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](#).
- All children take home a 'Time to Share' book above the level the children can access independently to share and enjoy with their grown-ups.
- 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 do not become disheartened.

### *Battle for the Bookworm and Battle of the Books*

- EYFS and Year 1 children are encouraged to read 4 times a week at home with their reading recorded in their Reading Record.
- Year 2 children are encouraged to read 5 times a week at home with their reading recorded in their Reading Record.
- In EYFS the children compete to win Barry the Bookworm, who then stays in their classroom for the week.
- In Key Stage 1 the class with the highest percentage wins the Battle of the Books.

### *Reading for Pleasure*

- In EYFS the children have story time every day. The children vote throughout the day for their favourite book which is read to them by an adult at the end of the day.

- 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. 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 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.