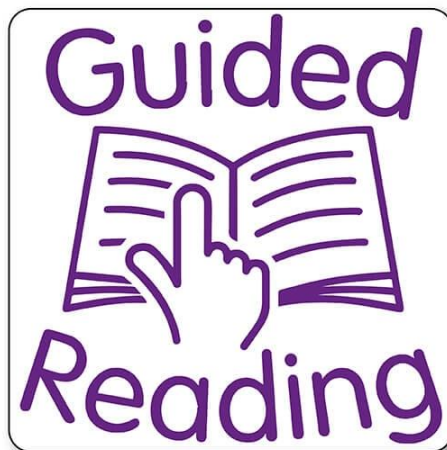




Urbis Academy Trust  
Esse Optimus Qui Possum

# Whole School Agreed Guided Reading Expectations KS1



## Phonics ( 45 minute session).

### Key expectation

In Key Stage 1, Phonics sessions are taught daily at the same time. The sessions last for 45minutes. Staff follow the Read Write Inc. Phonics Scheme.

Children are grouped into sets for phonics to ensure that all children are receiving teaching appropriate to their attainment. Those children from Year 2 that did not pass the Phonics Screening will join in with the Year 1 Phonics programme. The children that passed the Phonics Screening will have a **15-minute spelling pattern session**.

The phonics sessions follow the **Read Write Inc.** scheme of work. It is broken down into the following

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

### **The first four activities prepare the children for reading the book.**

#### **Reading Activity 1**

This activity reinforces the sounds that are covered in the story.

The children work in partners to quickly read the sounds at the front of the book.

#### **Reading Activity 2**

In this activity the children practice their Fred talk reading words that they will meet in the book.

chip night moon

The teacher also uses my turn your turn to develop instant recognition of Red words.

does all said

#### **Reading Activity 3**

In activity 3 the teacher introduces the story in a way that engages the children.

#### **Reading Activity 4**

This activity checks any vocabulary that the children maybe unfamiliar with.

Keen fed up chunk



#### **Activity 5**

By the time the children reach Reading Activity 5 they have already read many of the words they will meet in the story, they are familiar with the storyline and are familiar with any new vocabulary.

In this activity the children take turns to read the story. So Partner 1 points to the words, whilst partner 2 reads - the partners then swap at the bottom of each page.

The teacher then reads the story to the children to model reading with fluency. The Children follow and 'jump in' with the word when the teacher hesitates.

#### **Reading Activity 6**

The children re read the story as in Activity 5. The children then Discuss and answer the Questions to talk about at the back of the book.

#### **Reading Activity 7**

This activity focuses on reading with fluency and expression.



**Y1** – apply phonics to words, captions and sentences in reading and writing.

All children in Year 1 (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 Year 2 not working at the expected level and do not pass their phonics check will continue to have 4 phonics lessons with the Year 1 pupils.

Phonics assessments take place every half term using the ‘Phonics Tracker programme’ in the following areas:

- Phonemes
- High Frequency Words
- Blending and segmenting
- Phonics Screening
- Letter names (FS2 & Year 1)
- Letter formation (FS2 & Year 1)

This identifies pupils’ current levels of phonological awareness and gaps in learning – using the ‘Keep up not catch up’ approach.

### **Approach to Guided Reading**

In Key Stage 1, children are taught reading skills using a whole class approach.

Reading lessons are planned using the ‘**Take One book**’ scheme. Lessons involve children working collaboratively to actively investigate the text and record their learning in their personal reading journals.

Take one Book is a four-stage framework teaching skills for reading, comprehension, fluency and vocabulary and follows a four-stage process.

#### The four stages

##### Stage 1: Before Reading

Hook and Orientation takes account of what readers need to know to access a text.

##### Stage 2: Whilst Reading

First encounters secure literal understanding and provides opportunities for exploration of texts as children develop their understanding.

##### Stage 3: Whilst Reading

Digging Deeper focuses on teaching new skills, unlocking the layers of meaning with text and language study.

##### Stage 4: After Reading

Review and Reflect includes revisiting a text, thinking about thematic content and text to world discussions.

### Reading in English Lessons

#### KS1

In English the children work around a rich core text. Our texts are chosen from 'The Write Stuff' scheme. Children are exposed to ambitious vocabulary to strengthen their reading and writing skills. The books allow the children to explore different themes and a range of authors.

### Reading in school

#### KS1 – Story Time

At the end of every school day the children enjoy 15 minutes of story time, known as, Drop everything and Read'. This is an opportunity for children to enjoy the pleasure of being read to by their teacher or their peers. During these sessions of reading children are exposed to a plateau of genres and authors. Additionally, it is a time for the children to engage in open discussions around the themes, plots and twists in a range stories.

### Assessment for reading

½ termly phonics assessments

Standardised Test – PIRA

Year 2 SATs past papers

Bench marking

Year Group	PM Book level	Reading Age	Guided Reading	Home Reading	Phonic Phase	NC level	Phonics Progression
Nursery & Reception			Lilac	Lilac	Phase 1		<ul style="list-style-type: none"> <li>To focus on developing their speaking and listening skills.</li> <li>To focus on listening to the sounds around them and also begin building on their oral segmenting and blending skills.</li> </ul>
Reception	1-2	<5	Pink	Pink	Phase 2	40-60 Expected	<ul style="list-style-type: none"> <li>Using common consonants and vowels.</li> <li>Blending for reading.</li> <li>Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</li> </ul> <p>Letter Progression:            Set 1: s, a, t, p            Set 2: l, n, m, d            Set 3: g, o, c, k            Set 4: ck, e, u, r            Set 5: h, b, f, ff, ll, ss</p>
	3-5	5	Red	Red	Phase 3	40-60 Expected	<ul style="list-style-type: none"> <li>Reading cvc words using letters and short vowel sounds.</li> <li>Reading cvc words using a wider range of letters, short vowels, some consonant digraphs and double letters.</li> </ul> <p>Letter Progression:            Set 6: j, v, w, x            Set 7: Y, z, zz.</p> <p>Consonant Digraphs:            ch, sh, th, ng</p>
Reception & Year 1	6-8	5.5	Yellow	Yellow	Phase 3/4	Year 1 WT	<ul style="list-style-type: none"> <li>Reading a wide range of cvc words using all letters and less frequent consonant digraphs and some long vowel phonemes.</li> <li>Blending adjacent consonant in words and applying this skill when reading unfamiliar text.</li> </ul> <p>Graphemes:            ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, qu, igh, oa, oo</p>

Year 1	9-11	5.5-6	Blue	Blue	Phase 4/5	Year 1 WT	<ul style="list-style-type: none"> <li>Blending adjacent consonant in words and applying this skill when reading unfamiliar text.</li> <li>Reading phonically decodable two-syllable and three-syllable words.</li> </ul>
	12-14	6-6.5	Green	Green	Phase 5	Year 1 WT	<ul style="list-style-type: none"> <li>Reading phonically decodable two-syllable and three-syllable words.</li> <li>Using alternative ways of pronouncing the graphemes corresponding to long vowel phonemes.</li> </ul>

	15-16	6.5-7	Orange	Orange	Phase 5/6	Year 1 EX	<ul style="list-style-type: none"> <li>Using alternative ways of pronouncing the graphemes corresponding to long vowel phonemes.</li> <li>Applying phonic skills and knowledge to recognise an increasing number of complex words.</li> <li>Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences.</li> </ul>
Year 1 & 2	17-18	7-7.5	Turquoise	AR	Phase 6	Year 1 EX (Level 17) Year 1 HS (Level 18)	
Year 2	19-20	7-7.5	Purple	AR	Phase 6	Year 2 WT	
	21-22	7.5-8	Gold	AR	Phase 6	Year 2 Ex	
	23-24	8-8.5	White	AR		Year 2 EX	
	25-26	8.5-9	Lime	AR		Year 2 HS	
	27-28	9-9.5	Brown	AR		Year 3 WT	
Year 3 to 6			Accelerated Reading			<ul style="list-style-type: none"> <li>To apply their phonic skills and knowledge to read <b>real books</b>, which have been levelled to ensure they are suitably challenging.</li> </ul>	