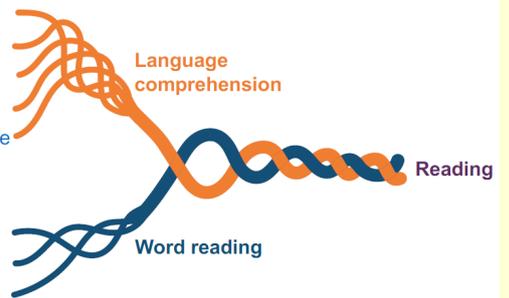


Reading

EYFS, Year 1 and Year 2

What we do...

Activating word meanings
Understanding sentences
Making inferences
Comprehension monitoring
Understanding text structure



Letter-sound knowledge
Accurate word decoding
Automaticity in decoding

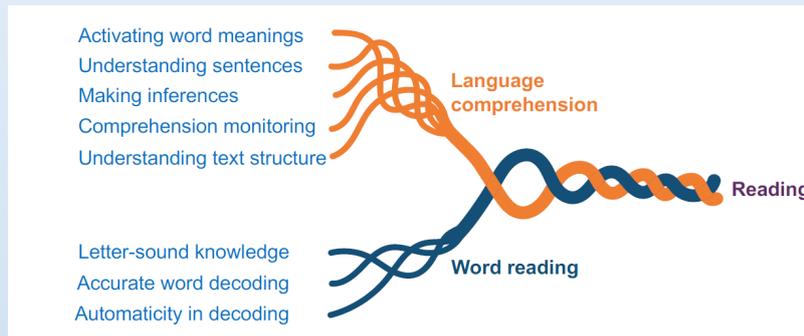
Information for Parents/Carers

Initial Information & Contents

This booklet is intended to provide information about how we 'do reading' in EYFS, Year 1 and Year 2 at St. Francis. There may be some mention of phonics within this booklet. If you would like to know more about phonics teaching and learning, please see the separate parent/carers information booklet about phonics.

Reading has two strands:

- **Word reading** - can the child read the words on the page?
- **Language comprehension** - can the child understand what they are reading?



Within reading, we also develop children's ability to read with **prosody**. Prosody is The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

Page 1: Initial information and contents

Page 2: How do we teach reading?

Page 3: Year group systems - when will my child's reading book be changed?

Page 4: Decoding strategies

Page 6: Comprehension - VIPERS Introduction

Page 7: VIPERS - Vocabulary

Page 8: VIPERS - Infer

Page 9: VIPERS - Predict

Page 10: VIPERS - Explain

Page 11: VIPERS - Retrieve

Page 12: VIPERS - Sequence

Page 13: Common Exception Words

Page 14: Tricky Words

Page 15: EYFS end of year reading outcomes

Page 16: Year 1 end of year reading outcomes

Page 17: Year 2 end of year reading outcomes

Page 18: Trajectory of Phonics Learning

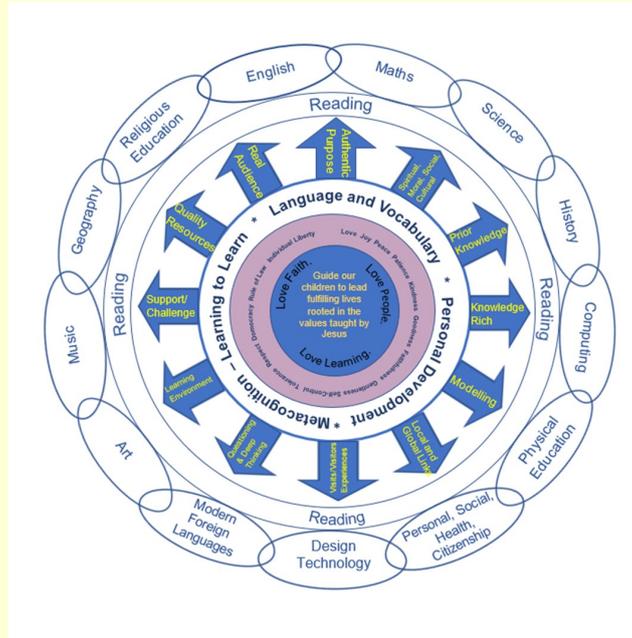
Page 19: Trajectory of Home Reading—What are expected reading levels for my child?

Page 20: Thanks and reminders



How do we teaching reading?

Reading is vital to all other aspects of curriculum learning and this is evidenced in how we built our curriculum model. Reading takes priority and is evident within and across all subjects.



A considerable amount of time is given to the teaching of systematic phonics within Year EYFS and 1. Phonics is outlined in a separate information booklet, however, this is a system where children are taught all the different phonemes and graphemes in order to start their reading (& spelling) journey.

To teach reading, we use a variety of systems:

- Whole class phonics teaching
- Group 'keep-up' phonics
- 1:1 'keep-up' phonics
- 1:1 reading practice support
- Language activities
- Vocabulary teaching
- Focus on knowledge acquisition
- Focus on phonological awareness

It is important to know that different children will have a number of different needs and this will depend upon their level of support and input. Reading support is based upon teacher's professional judgement and assessment.

To support and consolidate reading:

- Home reading with parents/carers
- Encouragement to engage with the local library
- Story time in school
- * Library time
- * Reading areas in classrooms
- * Children change their own reading books

To assess children's learning:

- Phonics assessments - ensuring gaps in learning are plugged
- Running Records - ensuring books are at the right level for a child
- National Curriculum statements - ensuring a focus on the end of year outcomes
- Alignment grids - ensuring children have the right level of reading input

Year Group Processes

Year EYFS, 1 and 2

School Reading:

	EYFS	Year 1	Year 2
Daily phonics lessons	✓	✓	✓
Daily 10-minute application of phonics session	✓	✓	✓
Daily same-day 'keep-up' phonics support—group or 1:1	✓	✓	✓
Reading Practice - Group reading - X3 a week	✓	✓	✓
Additional group and/or 1:1 'keep-up sessions	✓	✓	✓
Daily story time	✓	✓	✓
Carefully selected texts to support reading within writing lessons	✓	✓	✓
A focus on whole-class comprehension - understanding and answering questions based on a picture or text		✓	✓

Note: Year 2 children from Summer Term, will change from X3 reading practice sessions to a whole-class reading lesson, however, children who are not secure in phonics will also have the X3 reading practice sessions. A judgement will be made in Year 2 with regards to daily phonics sessions, depending on data, and this might mean that these sessions become daily 'Spelling' session, focusing on the National Curriculum spelling requirements.

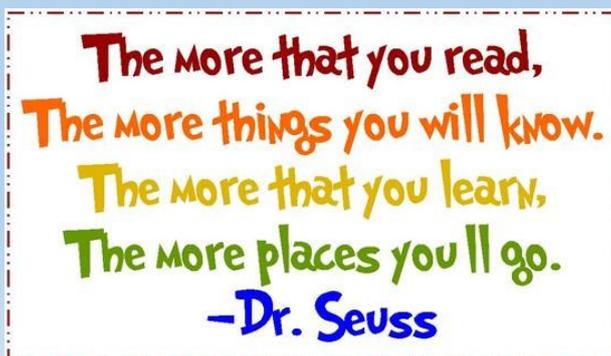
Home Reading:

Your child will change their reading book every **Friday** morning.

On this **day**, your child will be **given up to three books** that will be in line with their learning. Home reading is a time for children to **practise** their reading skills and therefore, it is likely their reading book will be an **easy read** to **consolidate**, practise **fluency** and **prosody** and develop their **comprehension** skills. Your child will also bring home a 'sharing book' - this is a book that is not matched to your child's phonics ability and simply is a book for you to share together. Children should not be asked to read the 'sharing book'.

At home, please read with your child **every night**. Please write the date and titles of books into your child's reading records, which can be found on your child's **Purple Mash account**. Please ensure your child's reading books are in school every day so if a member of staff wants to check progress of home reading, this can take place. Books must be in school on a Friday so they can be changed.

Please also supplement school home reading system by enrolling your child at the library and regularly select different books to share together. It is really important that we support children to love books.



Decoding Strategies

Below is the phonic grapheme mat used for our children in EYFS.

Grapheme mat						Phase 2 and 3		
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jv	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

Children are empowered to use their phonic knowledge to decode unfamiliar words in books. Children's books for Reading Practice sessions in school and the books sent home are matched to the child's phonics ability. The books give children the opportunity to apply their phonic knowledge into their reading but because they are matched carefully, the child should be able to read all the words so they can develop **fluency**, **prosody** and **comprehension**.

For further information relating to how children decode words using their phonics, please see our phonics guide on our website.

Decoding Strategies

Below is the phonic grapheme mat used when children start to 'grow the code' in Year 1.

Grow the code grapheme mat Phase 2, 3 and 5										Grow the code grapheme mat Phase 2, 3 and 5									
 s	 t	 p	 n	 m	 d	 g	 c	 r	 h	 ai	 ee	 igh	 oa	 oo	yoo	 oo	 ar		
ss	tt	pp	nn	mm	dd	gg	ck	rr		ay	ea	ie	o	ue	ue	u*	a*		
c			kn	mb			ck	wr		a	e	i	o-e	u-e	u	oul	al*		
se			gn				cc			a-e	e-e	i-e	ou	ew	u-e				
ce							ch			eigh	y	y	oe	ou	ew				
st										aigh	ey		ow	ui					
sc										ey	ea								
 b	 f	 l	 j	 v	 w	 x	 y	 z	 qu	 or	 ur	 ow	 oi	 ear	air	zh			
bb	ff	ll	gg	vv	wh			zz		aw	er	ou	oy	ere	are	su			
	ph	le	dge	ve				s		au	ir			eer	ere	si			
		al	ge					se		aur	or				ear				
								ze		oor									
 ch	 sh	 th	 ng	 nk	 a	 e	 i	 o	 u	al									
tch	ch					ea	y	a	o-e	a									
ture	ti								ou	oar									
	ssi									ore									
	si																		
	ci																		

*depending on regional accent

Children are empowered to use their phonic knowledge to decode unfamiliar words in books. Children's books for Reading Practice sessions in school and the books sent home are matched to the child's phonics ability. The books give children the opportunity to apply their phonic knowledge into their reading but because they are matched carefully, the child should be able to read all the words so they can develop **fluency**, **prosody** and **comprehension**.

For further information relating to how children decode words using their phonics, please see our phonics guide on our website.

Comprehension - VIPERS

Comprehending a book is difficult! It takes time and should never be rushed and overlooked by charging on with decoding skills only. There are two parts to reading!

Comprehension needs:

- A good understanding of emotion words
- A good understanding of question words
- Descriptive words
- A broad vocabulary
- A good eye for 'reading the picture'
- An ability at times to read between the lines and work out the hidden meanings
- A good memory - can they remember what has happened?
- An ability to link events together
- Understand cause and effect
- Ability to sequence
- Ability to reason and predict
- Understanding the use of grammar

If a child struggles to understand only a couple of words, then the child can lose the overall meaning of the book. We must ensure that decoding skills and comprehension skills increase together and we do not leave comprehension skills lagging behind.

At St. Francis, we use a system called VIPERS to cover all aspects of comprehension skills.



In EYFS and KS1, we focus on Sequence rather than Summarise. Summarise becomes the focus for KS2.

VIPERS - Vocabulary

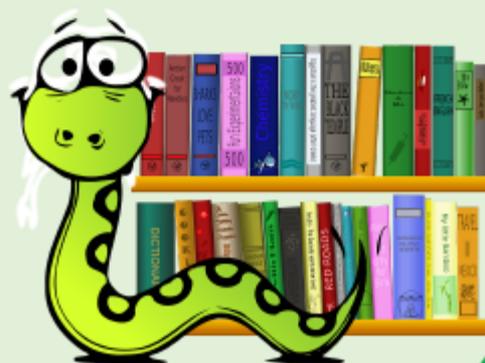
KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



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VIPERS - Infer

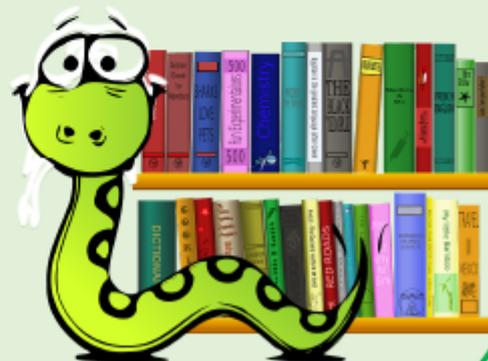
KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



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VIPERS - Predict

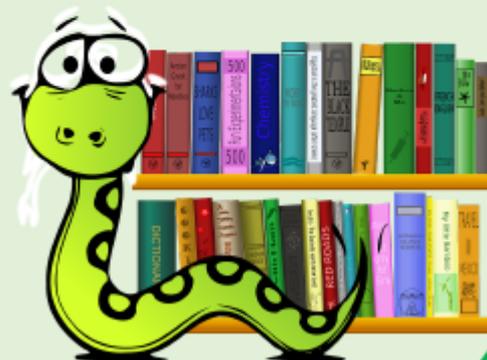
KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



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VIPERS - Retrieve

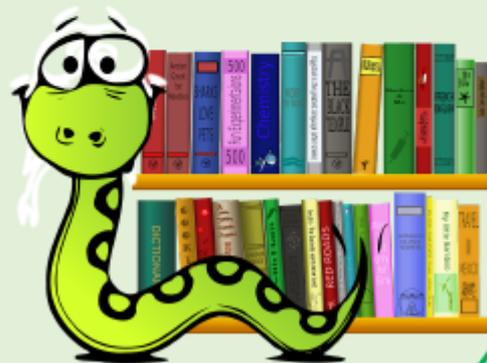
KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



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VIPERS - Sequence

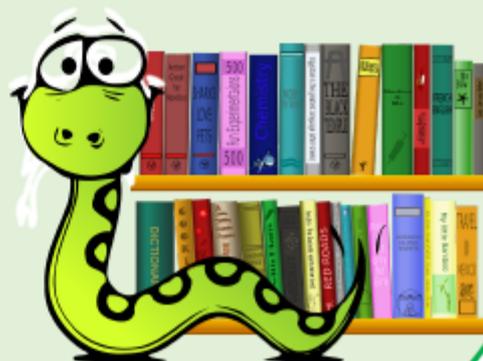
KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Common Exception Words

Common Exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

Children need to be able to read (and spell) the following words by the end of Year 1:

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house

Children need to be able to read (and spell) the following words by the end of Year 2:

door	child	most	great	after	any	half
floor	children	only	break	fast	many	hour
poor	wild	both	steak	last	again	
	climb	old		past		money
find		cold	move	father	because	Mr. Mrs
kind	every	gold	prove	class	busy	
mind	everybody	hold	improve	grass		parents
behind	even	told		pass	Christmas	people
			could	plant	clothes	
pretty	sure	who	should	path		water
beautiful	sugar	whole	would	bath	eye	

Tricky Words

Tricky Words are words that are not decodable but children need to learn how to read. If you want to know more about these words, please read our phonics information booklet.

EYFS - Reception Tricky Words

By the end of EYFS Autumn 1, children need to be able to read and spell:

is I the

By the end of EYFS Autumn 2, children need to be able to read and spell:

as and has his, her go no to into she he of we me be

By the end of EYFS Spring 1, children need to be able to read and spell:

was you they my by all are sure pure

By the end of EYFS Summer 1, children need to be able to read and spell:

said so have like some come love do were here little says there when what one out today

Year 1 - Tricky Words

By the end of Year 1 Autumn 2, children need to be able to read and spell:

their people oh your Mr Mrs Ms could would should our house mouse water want

By the end of Year 1 Spring 1, children need to be able to read and spell:

any many again who whole where two school call different thought through friend work

By the end of Year 1 Spring 2, children need to be able to read and spell:

once laugh because eye

By the end of Year 1 Summer 2, children need to be able to read and spell:

busy beautiful pretty hour move improve parents shoe

End of EYFS Reading Outcomes

Children need to meet the following statements towards the end of their time in EYFS in order to achieve the expected standard within reading. The areas of 'Listening, Attention and Understanding' and 'Speaking' are also important when thinking about reading development.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

End of Year 1 Reading Outcomes

In order to achieve the expected standard in reading at the end of Year 1, children have to meet the following statements

Word Reading (Decoding):

- Apply phonic knowledge to decode words.
- Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
- Read words with the endings -s, -es, -ing, -ed and -est.
- Read words of more than one syllable that contain GPCs known.
- Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- Read some phonically-decodable books, closely matched to phonic knowledge.
- Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.

Comprehension:

- Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
- Link what they read to their own experiences.
- Recognise and join in with predictable phrases in poems and stories.
- Appreciate some rhymes and poems; recite some by heart.
- Discuss the meanings of new words, linking them to words already known.
- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- Check that texts make sense when reading; self-correct and re-read inaccurate reading.
- Talk about the significance of the title and events.
- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
- Participate in discussion about what is read to them, taking turns and listening to others.
- Explain clearly their understanding of what is read to them.

End of Year 2 Reading Outcomes

In order to achieve the expected standard in reading at the end of Year 2, children have to meet the following statements

Word Reading (Decoding):

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

Comprehension:

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

Trajectory of Phonics Learning

Decoding skills: The ability to blend phonemes to read words

Encoding skills: The ability to use known graphemes to spell words

Reception:

Children working at phase 4 at the end of Reception will be considered to be meeting the expected standard in phonics.

Children working at phase 3 at the end of Reception are considered to be working towards the expected standard in phonics. These children require additional support.

Children working below phase 3 at the end of Reception are considered to be working below the expected standard in phonics. These children require additional support.

Year 1:

Children working securely at phase 5 at the end of Year 1 will be considered to be meeting the expected standard in phonics.

Children working at phase 4 at the end of Year 1 are considered to be working towards the expected standard in phonics. These children require additional support.

Children working below phase 4 at the end of Year 1 are considered to be working below the expected standard in phonics. These children require additional support.

Home Reading Trajectory of Learning

Year Group	Matched Book	Phonics Phase	Colour Band
EYFS—Reception	EYFS—Autumn 1 Books	Phase 2	N/A
	EYFS—Autumn 2 Books	Phase 2	N/A
	EYFS—Spring 1 Books	Phase 2 / 3	N/A
	EYFS—Spring 2 Books	Phase 3	N/A
	EYFS—Summer 1 Books	Phase 3 / 4	N/A
	EYFS—Summer 2 Books	Phase 4	N/A
	Year 1	Year 1 —Autumn 1 Books	Phase 4
Year 1 —Autumn 2 Books		Phase 5—Set 1	N/A
Year 1 —Spring 1 Books		Phase 5—Set 2	N/A
Year 1 —Spring 2 Books		Phase 5—Set 3	N/A
Year 1 —Summer 1 Books		Phase 5—Set 3	N/A
Year 1 —Summer 2 Books		Phase 5—Set 4	N/A
Year 2		Year 2 —Autumn 1 Books	Phase 5—Set 5
	Year 2 —Autumn 2 Books	N/A	Turquoise / Purple
	Year 2 —Spring 1 Books	N/A	Purple
	Year 2 —Spring 2 Books	N/A	Purple
	Year 2 —Summer 1 Books	N/A	Gold
	Year 2 —Summer 2 Books	N/A	Gold

Year 2 children also have colour bands **white** and **lime**. It is preferable that children reach these books, however, they would be working at the higher levels in Year 2.

Expected Levels

EYFS: Phase 4 reading books

Year 1: Phase 5 reading books

Year 2: Gold level (approximately 700-900 words over 24 pages)

White level (approximately 1200 words over 19 pages)

Lime level (approximately 1500 words over 21 pages)

Thank you for reading...

We hope you have found this information useful and will help you to support your child with their reading, in particular their comprehension skills.

Please remember to sign up to the library if you have not done so already. Ensuring children visit the library regularly will support your child's love of reading, support their comprehension and increase their language, grammar and vocabulary knowledge.

Remember to read the phonics booklet too.

Please speak to your child's class teacher if you need to clarify anything in this booklet.

If you think other information would be useful to contain within this brochure, please do let us know!