Reading in EYFS and KS1

At KPS it is important that children don't simply know their phonics but can apply that knowledge to the skill of reading itself. In the Success for All Phonics programme, children apply their developing phonic knowledge and skill by reading the Shared Readers. These are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced. We use the Success for All Phonics fully decodable reading books (Shared Readers) to support the effective teaching of phonics from Reception to the end of Year 1. Each Shared Reader is designed to be read over five days.

Weekly Teaching Schedule: Reception

In Reception, the Shared Reader lessons are 15 minutes long in Term 1, increase to 20 minutes in Term 2, and 25 minutes in Term 3. In addition, the five-day schedule also provides opportunities to develop comprehension and fluent reading. During their reading sessions, children are introduced to conventions for grammar and punctuation in order to learn how they have an impact on reading. Understanding these conventions also aids comprehension and children's ability, eventually, to write with meaning.

Example Shared Reader Timetable – Reception Term 1

Day 1	Day 2	Day 3	Day 4	Day 5
Explore (2m) Word Time (3m) Choral Read (8m) Discussion Time (2m)	Remember (2m) Word Time (3m) Partner Read (8m) Discussion Time (2m)	Review (2m) Word Time (3m) Partner Read (8m) Discussion Time (2m)	Echo Read (5m) Writing Time (5m) Partner Question Time (5m)	Reading Celebration (5m) Writing Time (5m) Reflection Time (5m)

FFT Success for All Phonics - Overview of Shared and Further Readers

Step	Year	Term	Shared Reader	Further Reader	GPC focus (alt spelling)
1	Reception	Term 1	Tap Tap Tap	Nip Nip	s a t p i n m d
				Pat it, Mat	
				In a Pan	
2	Reception	Term 1	Kim Car	Pop in a Pip	g o c k
				Got it	
				Dig, Tip and Tag	
3	Reception	Term 1	Sam and Ted	A Rock Pet	ck e u r
				Kick It In	
				Dip in a Net	
4	Reception	Term 1	Pip Can Kick	No book	Consolidation
5	Reception	Term 1	Big Red Bus	It Can Rock	h b f ff
				Meg is Fun	
				Tiff and Toff	
6	Reception	Term 1	Mess on the Rug	Hiss	l ll ss
				Bad Bug	
7	Reception	Term 1	Jim and the Vet	Go, Van, Go	j v w
				Run, Hop and Jog	
8	Reception	Term 1	Mud on the Van	Tag	x y z
				Zip and Zap	

9	Reception	Term 2	Trip on the Tram	No book	Consolidation
10	Reception	Term 2	Trip on a Tram	Buzz the Dragon	zz qu ch
11	Reception	Term 2	Jazz in the Sun	Fox and Hen	sh th ng
12	Reception	Term 2	Ben Gets to Bed	No book	Consolidation
13	Reception	Term 2	Sock Shopping	A Tail in the Rain	ai
14	Reception	Term 2	At Dusk	The Buzzing Bee	ee
15	Reception	Term 2	The Train Set	Zapman and the Cat	igh
16	Reception	Term 2	Toad in the Rain	Float the Boat	oa
17	Reception	Term 2	Goal!	I Think the Moon	oo *(zoom)*
18	Reception	Term 2	The Egg Moon	Zapman at the Zoo	oo *(book)*
19	Reception	Term 2	Jam Tarts in the Dark	Shark Facts	ar
20	Reception	Term 2	Let's Do Art	No book	Consolidation

21	Reception	Term 3	Jim and the Corn	On the Ramparts!	or (ore se)
22	Reception	Term 3	Bells and Buds	Cora Jumps!	ur
23	Reception	Term 3	Not on the Beds!	Zapman in Town	ow (ed)
24	Reception	Term 3	Too Much Noise!	In My Lunchbox	oi (se ze)
25	Reception	Term 3	Dad's Shearing Shop	Camping Gear	ear
26	Reception	Term 3	Ben Sees a Chick	No book	Consolidation
27	Reception	Term 3	It's Fun at the Fair	My Hair	air
28	Reception	Term 3	It's Cool in the Pool	Feelings and Fears	ure (ve)
29	Reception	Term 3	Jim's Gift to the Garden	Buzz Returns	er
30	Reception	Term 3	Picnic on the Common	No book	Consolidation
31	Reception	Term 3	Jill's Peppers	No book	Consolidation
32	Reception	Term 3	What Can I Do in the Summer?	No book	Consolidation

Weekly Teaching Schedule: Year 1

The weekly five-day teaching schedule for Shared Readers continues in Year 1 with 20-25-minute lessons. As the Shared Readers get longer, the texts will be read over multiple days with clear guidelines for each day's reading allocation. As in Reception lessons, the five-day schedule also provides opportunities to develop comprehension and fluent reading. Grammar conventions and punctuation skills also continue to be introduced in an appropriate progression.

Example Shared Reader Timetable – Year 1 (timings may vary to fit the lesson length)

Day 1	Day 2	Day 3	Day 4	Day 5
Explore (5m) Word Time (5m) Choral Read (15m) Discussion Time (5m)	Remember (5m) Word Time (5m) Partner Read (15m) Discussion Time (5m)	Review (5m) Word Time (5m) Partner Read (15m) Discussion Time (5m)	Echo Read (5m) Writing Time (10m) Partner Question Time (15m)	Reading Celebration (7m) Writing Time (15m) Reflection Time (8m)

Shared Weekly Teaching Sequence Detail

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Preview the Shared Reader for the week by asking the provided questions. Children make predictions about the story based on the title, illustrations/ photographs and their background knowledge. **Word Time** Introduce the Red and Green Words for the story along with selected vocabulary. Partners practise Red/Green Words. **Choral Read** Read the story together as a class, guiding the children to decode words and then eventually fast-blending them. Model key skills and the weekly grammar focus. **Discussion Time** Review children's predictions and summarise the story by asking the provided questions.	**Remember** Remember the story with the class, including the title, characters, setting, etc., by asking the provided questions. **Word Time** Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red/Green Words. **Partner Read** Children read the story, alternating pages with their partners. Teacher supports with comprehension questions and references to the weekly grammar focus. **Discussion Time** Review the story by asking the provided questions.	**Review** Review the story with the class, including characters, key plot points, problems and resolution, by asking the provided questions. **Word Time** Review the Red and Green Words for the story along with select vocabulary. Partners practise Red/Green Words. **Partner Read** Children read the story, alternating pages with their partners (swapping pages from yesterday). Teacher supports with comprehension questions and references to the weekly grammar focus. **Discussion Time** Review the story by asking the provided questions.	**Echo Read** Choose a section from the Shared Reader to model a target reading skill (e.g. reading with fluency and expression, recognising direct speech, etc.). Children repeat after you chorally to practise reading fluently. **Spelling Time** Children practise letter formation (upper- and lower-case previously learnt GPCs), before progressing to spelling Green/ Red Words from the current Shared Reader. **Partner Question Time** Children orally answer the comprehension questions in the back of the Shared Reader. Model using the questions to create sentence stems and refer to the text to create a full answer with elaboration.	**Reading Celebration** Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. **Writing Time** The teacher models the Writing Time process using the sentence stem provided in the lesson plan. Children repeat this process and compose their own sentence orally before writing it in their books. The final stage of the process involves children checking their own work and then their partner's work. **Reflection Time** Revisit the learning objectives for the week with the children. Children discuss their achievements and next steps.

33	Year 1	Term 1	On the Train to Troon	No book	Consolidation
34	Year 1	Term 1	Thank you, Sam	Back to School	ay (a)
35	Year 1	Term 1	An Outing to the Woods	The Purple Hat	ou (le el st)
36	Year 1	Term 1	Let's Sort it Out	Zapman: Zap Power!	ie (al il)
37	Year 1	Term 1	Little Peach	Model Monsters	ea (e)
38	Year 1	Term 1	Oysters Ahoy	Frog Boy and the Royal Maiden	oy (i)
39	Year 1	Term 1	Hunt the Specs	No book	Consolidation
40	Year 1	Term 1	Highland Summer	Amazing Birds	ir (wh)
41	Year 1	Term 1	What's for Lunch?	Zapman and the Clues	ue (o)
42	Year 1	Term 1	A Garland for the Door	The Hawks Need Their Friends	aw (au)
43	Year 1	Term 1	Just the One Moon	Christmas in the Sun	ew
44	Year 1	Term 1	The Night Before Christmas	No book	Consolidation

45	Year 1	Term 2	The Turning of the Year	Snakes	a-e (ey ei eigh)
46	Year 1	Term 2	Every Good Thing	Don't Delete That	e-e (ie)
47	Year 1	Term 2	I am a Caver	The Crocodile	i-e (a al)
48	Year 1	Term 2	Yig's Trombone	A Tangled Strong	o-e (ou)
49	Year 1	Term 2	The Music of the Sea	Zapman and Hook's Flute	u-e (ui ou u)
50	Year 1	Term 2	The Sock Dispute	No book	Consolidation
51	Year 1	Term 2	Pets	A Tasty Treat	y (ey)
52	Year 1	Term 2	An Extra Pudding	Being a Real Footballer	y (u ou)
53	Year 1	Term 2	Clever Crows	What is Ski Jumping?	ow (wr oor our)
54	Year 1	Term 2	Brock Makes	Nuna of the North	c (sc ce)
55	Year 1	Term 2	In the Attic	Puss in Boots and the Giant	g (dge ge ea)
56	Year 1	Term 2	Playground Games	No book	Consolidation

57	Year 1	Term 3	In the Spring Sunshine	Max and the Fire	ire (eer ere ear)
58	Year 1	Term 3	Warm Milk with Honey	Jackrabbits - Desert Hares	are (ear ere ar o me ne)
				Our Caring Adults	
59	Year 1	Term 3	Butterflies	Zapman is Itchy!	tch (a ch y or)
60	Year 1	Term 3	Nan's Bright Idea	Mission to the Moon	oe (ch ti ci ssi ou)
61	Year 1	Term 3	Wind Band Workshop	The Great Race	ph (gn kn mb que s si)
62	Year 1	Term 3	E for Elephant	No book	Consolidation
63	Year 1	Term 3	Rights of the Child	No book	-ment -ing
64	Year 1	Term 3	First Light	No book	-est -er -y
65	Year 1	Term 3	Sports Day	No book	a-e -less -ful -ly
66	Year 1	Term 3	The Age of the Dinosaurs	No book	i-e -ed -ing
67	Year 1	Term 3	Meet the Pilgrims	No book	our ore au aw ar ssi ti
68	Year 1	Term 3	Carnival	No book	/s/ /ee/ /j/

Two Weekly Reading schedule: Year 2

In Year 2 we follow the reading programme, 'Routes to Reading', which supports pupils on their reading journey. On their route, they experience texts from a range of genres and text types. Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps, with the aim to reach the end of each text journey with reading success - meeting the intended learning objectives and goals from the Year 2 National Curriculum for Reading. Each set of Maps includes opportunities for pupils to use and refine comprehension strategies and use a bank of reading journal activities. The Maps have a 'Teach and Read' section followed by a chance to 'Apply and Review'. The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme.

The Maps follow a similar structure but differ slightly according to the text.

Maps	Teach and Read	Apply and Review	
1	Build Background / Predict *(10m)*	Reading Journal Activity *(15m)*	Set Purpose / Wonderings
2	Comprehension Strategies / Choral Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
3	Comprehension Strategies / Choral Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
4	Comprehension Strategies / Echo Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
5	Comprehension Strategies / Echo Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
6	Comprehension Strategies / Partner Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
7	Comprehension Strategies / Partner Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
8	Comprehension Strategies / Independent Reading *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
9	Independent Reading: Words Correct Per Minute (WCPM) *(7m)*	Reading Journal Activity Question Time *(18m)*	Review *(5m)*
10	Comprehension Strategy Review / Book Review *(20m)*	Reading Celebration *(10m)*	

Routes to Reading - Year 2 Book List

Term	Title	Author	Illustrator	Genre
1	The Tale of Chicken Little	Elizabeth Charman	Eszter Szepvolgyi	Traditional Tale
1	Extreme Earth	Elizabeth Charman	Photography	Non-fiction (Geography)
1	Animal Poems	Elizabeth Charman	Eszter Szepvolgyi	Poetry
1	The Great Escape	Elizabeth Charman	Eszter Szepvolgyi	Fiction
1	Ants Are Everywhere!	Joel Pollen	Photography	Non-fiction (Animals)
2	Kongy Arrives	Elizabeth Charman	Eszter Szepvolgyi	Fiction
2	Why Do Stars Twinkle?	Joel Pollen	Photography	Non-fiction (Science)
2	The Dreams of Moxie Mouse and Cat Capone	Hershel P Lidan	Hershel P Lidan	Poetry
2	An Invitation to a Party	Janet Adsett	Photography	Instructions
2	Anna's Homework	Elizabeth Charman	Eszter Szepvolgyi	Fiction
3	Lost	Joel Pollen	Tamara Joubert	Fiction
3	Snow White and the Jazz Band	Ewan Shepherd	Ewan Shepherd	Poetry/Traditional Tale
3	Bea's Pumpkin	Joel Pollen	Kiley Victoria	Fiction
3	It Came from Outer Space	Paul Cookson	Liz Million	Poetry
3	In the Year 2100	Elizabeth Charman & Joel Pollen	Photography	Non-fiction (Science)

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Term 1			
Book Title	**Word Count**	**Specific Year 2 Objectives**	**Genre**
The Tale of Chicken Little	861	• To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales • To recognise simple recurring literary language in stories • To discuss the sequence of events in books and how items of information are related • Read and listen to the story and make links to books they have read	Traditional Tale
Extreme Earth	732	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explore syllable boundaries and read each syllable separately before they combine them to read the word • To explain and discuss their understanding of the book	Non-Fiction (Geography)
Animal Poems	483	• To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Poetry
The Great Escape	1001	• To identify the different variations to how –ed words are spelt and pronounced. • To identify sentences with different forms: statement, question, exclamation, command. • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Justify their preferences and point of view	Fiction
Ants are Everywhere	733	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Animals)

Term 2			
Book Title	**Word Count**	**Specific Year 2 Objectives**	**Genre**
Kongy Arrives	849	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Read and listen to the story and make links to books they have read • Justify their preferences and point of view	Fiction
Why Do Stars Twinkle?	830	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Science)
The Dreams of Moxie Mouse and Cat Capone	716	• To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases To identify expanded noun phrases to describe and specify - for example, the blue butterfly	Poetry
An Invitation to a Party	1500	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways • To discuss how items of information are related • To follow instructions checking that the text makes sense to them as they read and correcting inaccurate reading • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Instructions)
Anna's Homework	1242	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Review Common Exception Words	Fiction

Term 3			
Book Title	**Word Count**	**Specific Year 2 Objectives**	**Genre**
Lost	1358	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Identify apostrophes for contracted forms	Fiction
Snow White and the Jazz Band	650	• To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales • To listen, discuss and express views about a range of contemporary poetry • To identify sentences with different forms: statement, question, exclamation, command. • To discuss the sequence of events in books and how items of information are related • Justify their preferences and point of view	Traditional Tale/Poetry
Bea's Pumpkin	1849	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • To identify expanded noun phrases to describe and specify [for example, the blue butterfly] • To identify commas for lists • To read words containing common suffix -ly	Fiction
It Came from Outer Space	1066	• To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Poetry
In the Year 2100	952	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Science)