Holy Trinity CofE Primary School

English Policy

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Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Statement of intent

Holy Trinity is a culturally diverse and multilingual community. Our English curriculum is designed in recognition of this with the main aim to ensure the best outcomes for ALL of our children regardless of starting points or backgrounds.

Reading Intent – NEW + UPDATED

It is our intent that our children develop into confident readers who read widely and often, both at home and at school, for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. We aim to foster a genuine love of reading, where children are enthusiastic, curious and motivated to explore a wide range of high-quality texts.

They are immersed in a reading curriculum that is rich, varied and engaging, where high-quality texts are at the heart of learning. Teachers model expert reading and provide opportunities for children to interrogate and explore texts in depth. Through regular opportunities for book talk and structured discussion**,** pupils are encouraged to share ideas, justify opinions and deepen their understanding of what they read.

Through captivating experiences, it is our aim that children are motivated to apply progressively advanced reading skills that are transferable across the curriculum and into the wider digital and global world. Our children not only learn to read, they read to learn: reading is central to all aspects of the curriculum.

Central to our approach is the use of 'Reading Gems'**,** which support children in developing a wide range of comprehension skills, including retrieving information, making inferences, summarising, predicting and exploring language. These skills enable pupils to engage deeply with texts, articulate their understanding clearly and think critically about what they read.

Through a carefully sequenced and inclusive curriculum, all pupils are supported and challenged from their individual starting points, ensuring they develop as fluent, thoughtful and reflective readers with a lifelong love of reading.

Writing Intent – NEW AND UPDATED

It is our intent that our children develop into creative, confident and competent writers, equipped with the essential skills of grammar, punctuation and spelling that will support them at every stage of their lives. Through our curriculum drivers of Possibilities, Questioning and Spirituality, we aim to open the world to our pupils**,** raising aspirations and encouraging them to recognise their ability to shape their own futures. We aim for all pupils to write with increasing accuracy, demonstrating secure knowledge of age-related expectations while developing strong writing fluency across a range of genres and purposes. Through a rich and engaging curriculum, we strive to foster a genuine love of writing, where children are inspired to express themselves with enthusiasm and creativity.

Our children will communicate their ideas clearly and effectively by selecting ambitious and purposeful vocabulary to enhance meaning and engage the reader. Through high-quality teaching and carefully structured opportunities, all learners are supported and challenged from their individual starting points and abilities, enabling every child to make strong progress. Pupils are encouraged to take risks in their writing, embracing possibilities by experimenting with language, structure and authorial choices.

Children will learn to evaluate and edit their work with increasing independence, refining vocabulary, improving sentence construction and ensuring cohesion throughout their writing. They are encouraged to question and reflect on their choices**,** developing confidence in improving and refining their work. Through targeted support and purposeful challenge, all pupils are enabled to achieve their full potential as writers.

The writing experiences and opportunities we provide are designed to foster independence, resilience and creativity, enabling our children to become fluent, expressive and reflective writers. Through carefully chosen texts and themes, pupils explore ideas, values and perspectives, supporting their spiritual development and understanding of the world. Through a rich, inclusive and child-centred curriculum, we aim to inspire and instil a passion for writing.

1.Legal framework

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'The reading framework'.

This policy has been created in conjunction with the following school policies:

- Home / School Contract
- Assessment Policy
- Early Years Assessment Policy
- Phonics Policy
- Teaching and Learning Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate subject leader.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

Teachers are responsible for:

- Acting in accordance with this policy.

- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Home / School Contract

3. EYFS

All children within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

In accordance with the literacy area of the early learning goals (ELGs) outlined in the 'Statutory framework for the early years foundation stage', children will be taught to:

- 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.
- Say a sound for each letter in the alphabet and at least 10 diagraphs.

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent to their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

4. Phonics

Holy Trinity has adopted **Bug Club Phonics** as our Systematic Synthetic Phonics Programme. Initially, children are taught to read through this phonics scheme, learning sounds alongside sight vocabulary and tricky words. As their confidence increases the children can combine the sight vocabulary and sound skills to progress with their reading through simple phonically targeted books. Pupils in Year 2 and Key Stage 2 will continue with phonics until they are confident. Please see the Phonics Policy for further details of expectations regarding teaching and learning. Also see Appendix B "HT Reading Essentials" for broken down guidance on Phonics expectations for each year group.

5. Reading - Existing

<u>Reading Books and 1-1 Reading – NEED UPDATING – BOOM READ</u>

Each pupil reads a book appropriate to his/her reading age/level, as determined by NFER tests or phonics trackers, though teachers may need to use their discretion if a child's ability of comprehension is considerably lower than the ability to read aloud accurately. Special schemes are available for those children whose reading ability is significantly below their chronological age, the choice to be made in consultation with the SENCO – Miss Tahirah Wynter. There is also a bank of HI/LO reading books which can be accessed for pupils who will benefit from these. (Located outside of the Y5 and 6 classrooms). Children will also be allocated appropriately levelled e-books on their Bug Club accounts to read at home.

All children should read to the teacher on a regular basis, according to need, and a record kept on the GoRead online reading record. It is the expectation that every child will be heard read by the class teacher at least once a week. Assessments will identify the lowest 20% and these children will be targeted as every day readers. Comments recorded on GoRead will be linked to the reading TAF statements for each year group. Parents are encouraged to hear children read regularly and are also expected to record this on GoRead. In addition, children and parents can enter details of any other reading done on their own, either at home or at school. This could include a variety of reading material such as newspapers and magazines, as well as books. A Reading Reward Scheme is in place to encourage home/school contact with regard to reading. See Appendix B "HT Reading Essentials" for broken down guidance on 1-1 reading sessions for each year group.

Guided Reading

Guided reading will occur daily and will look slightly different across the different year groups. In Reception and Key Stage 1, staff will make use of the Guided Reading books and teacher notes available from Bug Club Guided, which complement our Phonics scheme. Alongside this, children will be taught to answer different types of comprehension questions through the use of our Reading Gems. Across the week, there will be an opportunity for children to have a guided reading session with the teacher, as well as completing independent activities and reading for pleasure activities.

In KS2, lessons will be based around the Bug Club Comprehension scheme. Bug Club Comprehension focuses on developing children's core comprehension skills, encouraging discussion around a stimulating array of new whole texts and interactive online books. Children will have a booklet to work through each half term based on a whole class text. Teachers will ensure children are challenged appropriately by making use of differentiated resources available. Links will be made between the questions in the booklets and our school Reading Gems and a lesson a week will be dedicated to answering questions around these Gems. See Appendix C for Reading Gems

See Appendix B "HT Reading Essentials" for broken down structure of Guided Reading sessions for each year group.

Reading for Enjoyment: Updated

Holy Trinity C of E Primary School is committed to developing and nurturing a love of reading. Members of staff are encouraged to share their favourite books with pupils and vice versa. A 'What we are reading in class poster' will be displayed in each classroom, to include what the teacher is reading at home. Each class will have an inviting, engaging library area, with a range of texts types and age appropriate books. These books will be selected through pupil conferencing to ensure the books on the shelves are books the children wish to read. In addition, each class will have a box of books based on the 100 best books for children. Children will be introduced to different author styles in writing lessons to widen their exposure and help them to select authors they will enjoy.

Story Time is a non-negotiable part of our school day. Teachers make this special by choosing high quality texts to share and engaging the children with their performance of the reading. See Appendix B "HT Reading Essentials" for further guidance given to staff around Reading for Pleasure.

At Holy Trinity we have strong links with West Bromwich central library and library boxes are delivered to our school.

6. Writing

Writing Curriculum – Implementation - NEW

In the Early Years, children begin their writing journey through purposeful play and meaningful first-hand experiences, where emergent writing is actively encouraged and valued. A strong focus is placed on developing children's core strength, as well as their gross and fine motor skills, to ensure they have the physical foundations needed for successful writing. High-quality

adult interactions, alongside carefully planned enabling environments, support children to explore mark-making and early writing in a variety of engaging and purposeful contexts. Opportunities for talk are prioritised, allowing children to rehearse ideas orally, develop vocabulary and build confidence in expressing their thoughts before recording them in writing.

As children progress through Reception, they are supported to apply their growing phonic knowledge to segment and spell words, as well as to compose simple sentences. There is a strong emphasis on storytelling, language development and oral rehearsal, ensuring that children can articulate ideas and structure their thinking effectively.

Provision is carefully designed to support and challenge all learners from their individual starting points and abilities, enabling each child to make strong progress. By the end of Reception, children are encouraged to write with increasing independence, demonstrating early writing fluency, applying basic grammar and punctuation, and using vocabulary that reflects their developing understanding of language.

From Year 1 through to Year 6, we implement *The Write Stuff* approach by Jane Considine as a structured framework to support the teaching of writing. This is used flexibly as a guide and is carefully adapted by teachers to meet the needs of all pupils, ensuring learning is inclusive, ambitious and responsive to individual starting points, including those with SEND and those working at greater depth.

Central to this approach is the 'Sentence Stacking' method, where learning is broken down into small, purposeful steps. This supports pupils in developing writing fluency, accuracy and confidence over time. Each lesson is structured into three progressive learning chunks, each with clear success criteria:

- Initiate – learning begins with a purposeful *hook* or stimulus to engage pupils, generate ideas and explicitly introduce ambitious vocabulary, often supported through planned word banks, discussion and oral rehearsal.
- Model – the teacher provides clear, explicit modelling of a sentence, demonstrating key grammar, punctuation and authorial choices.
- Enable – pupils apply their learning independently, supported through appropriate scaffolds such as vocabulary prompts, word banks and sentence stems, which are carefully adapted or removed to ensure increasing independence.

Units of writing are designed to be broad, balanced, relevant and appropriately challenging, exposing pupils to a wide range of genres, audiences and purposes. Each unit begins with a clear hook to engage learners, and vocabulary is explicitly taught, revisited and embedded, enabling pupils to communicate ideas with increasing precision and ambition.

Teachers incorporate regular retrieval practice, ensuring pupils revisit previously taught grammar, punctuation, vocabulary and writing techniques. This strengthens long-term retention and supports pupils in building cumulatively on prior knowledge.

Adaptive teaching is at the heart of writing lessons. Scaffolding is carefully planned to ensure all pupils can access the curriculum, while appropriate challenge is provided to extend thinking and deepen understanding. Pupils with additional needs are supported through targeted scaffolds, adult support and structured guidance, while higher-attaining pupils are encouraged to demonstrate independence, refine their authorial voice and apply skills with increasing

sophistication and ambition. Opportunities to 'Deepen the Moment' are embedded within lessons, enabling pupils to independently draw upon prior learning, apply skills in new contexts and further develop their ideas with greater precision and control.

The *Write Stuff* approach is underpinned by three key components:

- Ideas – The FANTASTICs
- Tools – The Grammaristics
- Techniques – The BOOMTASTICS

Each unit culminates in an extended independent write, where pupils apply their learning through a structured process of planning, drafting and editing. Editing is explicitly taught through three stages: revising, rewriting and reimagining, enabling pupils to reflect on and refine their work effectively.

Through this carefully structured yet flexible approach, all pupils are supported and challenged to make strong progress. As a result, they are nurtured and developed into fluent, confident and ambitious writers, well-prepared for the next stage of their education.

Planning – Updated

Within the school's writing approach, staff are expected to draw upon existing *The Write Stuff* unit plans, developed by Jane Considine, to support and inform their planning. These unit plans must be carefully adapted to meet the specific needs of individual classes and pupils. Any amendments should be clearly annotated onto the pre-written plans to demonstrate responsive and personalised provision.

Teachers are required to produce a medium-term overview for each unit, outlining the sequence and focus of lessons across the learning journey. This overview must clearly identify the progression of knowledge and skills to be developed. Within this structure, teachers must ensure the inclusion of:

- discrete skills-based lessons where necessary,
- regular *Short Burst Writing* opportunities,
- planned *Extended Writing* ("Show Off Writing") outcomes, and
- purposeful experience days to immerse and engage pupils.

All planning should align with additional guidance provided by the English Lead, including the school's Writing Expectations, to ensure consistency, progression and high-quality delivery across all year groups.

Spelling

Pupils will be taught to spell the CEWs and spelling rules appropriate for their year group. Key words will be displayed to support children in practicing correct spelling.

Children in Years 1-6 will have spelling books to take home. Every week, teachers will set children a list of words to practice at home. Children will be expected to practise these words at home using the "Look, Say, Cover, Write, Check" on three different occasions. They will then be tested on their spellings at the end of the week.

Where appropriate, spelling may be taught alongside handwriting. Spellings will be assessed termly against year group expectations. See Appendix A for details of age-related spelling expectations set out in the programmes of study.

Handwriting – Updated

Handwriting is taught with the aim of developing a neat, cursive style for every child. At Holy Trinity C of E Primary, we utilise the Nelson Handwriting Scheme but have adapted the structure and progression of teaching in line with our children's needs. Pupils are initially taught to write each letter using the order of the letter families (Curly caterpillars, One-armed robots, Ladder letters and zig zag monsters). See Appendix. Expectations within written work across all subject areas should always be of the pupil's best writing. Pencil should be used for all written work unless children have achieved their 'Pen license' award.

The following points should be considered at any time when a child is writing:

- Correct posture
- Correct chair, table height and position/ feet on floor
- Correct tripod pencil grip
- Appropriate type of pencil, adequately sharpened.

In the Early Years Foundation Stage, opportunities for the development of written skills are provided daily, using varied types of medium e.g paint, sand trays, felts, crayons chalks etc. Initially pupils are encouraged to develop handwriting skills through the following prewriting activities:

Tracing, Colouring, Drawing, left to right patterns, and zigzag, curved, and straight lines as well as Write Dance.

See Appendix A for details of age-related handwriting expectations set out in the programmes of study.

See Handwriting policy and Progression document for further details.

7. Speaking and Listening

Holy Trinity is committed to raising standards of listening skills and spoken language. The development of word knowledge, both intuitive and expressive is crucial for the child to access the curriculum. This is done through activities in 4 areas:

Listening: Developing active listening strategies and critical skills of analysis

Activities: Listening, comprehending and following instructions, listening to others in discussions and debates without interrupting, repeating messages accurately.

Speaking: Being able to speak clearly and develop and sustain ideas in talk.

Activities: Answering questions appropriately, reading aloud, retelling stories, reporting back, describing situations and delivering messages accurately.

Group discussion and interaction: taking different roles in groups, making a range of contributions and working collaboratively.

Activities – Cooperating with others, taking notes and reporting back, organising and fulfilling roles and responsibilities, coming to agreements, arriving at decisions, carrying out investigations, making plans.

Drama: improvising and working in role, scripting and performing, and responding to performances.

Vocabulary NEW AND UPDATED

At Holy Trinity, we recognise that the acquisition of vocabulary is fundamental to raising standards in both reading and writing. Our English curriculum is carefully designed to provide regular and meaningful opportunities for pupils to be introduced to, explore and apply a wide range of ambitious and subject-specific vocabulary across all areas of learning.

High-quality teaching ensures that vocabulary is explicitly modelled by adults, with clear demonstration of how words can be selected and used effectively within both spoken and written contexts. This supports pupils in developing precision, confidence and fluency in their communication.

Classroom environments further reinforce this approach through carefully curated displays, which showcase key vocabulary linked to current topics and texts. These words are not only displayed but are actively taught, revisited and embedded, enabling pupils to confidently draw upon them when speaking and writing.

This consistent emphasis on vocabulary development ensures that all pupils, including those with English as an Additional Language (EAL), are supported to access the curriculum fully and to develop as articulate and effective communicators.

8. Homework

Homework will be set on a weekly basis. In Years 1-6, they will have spellings sent home each week. (See spelling section of policy). Pupils will take home a reading book and a library book each week. They will also be set appropriate E-books to read on Active Learn.

9. Assessment and reporting of English

Children's work should be assessed on a regular basis to inform planning. 'TAF's' should be highlighted and dated for reading and writing at least half termly. Marking should be carried out in accordance with the school marking policy and ensure that the marking is used to help children make progress in their learning. The following assessments are carried out:

Writing Assessment –

- When assessing writing, staff will ensure the pieces that they use in a collection of writing are independent. Evidence will mainly be taken from 'Extended Writes' and 'Short Burst Writes' that have been slotted in throughout each learning journey. Evidence from other English lessons, wider curriculum lessons and from The Write Stuff Learning Journey lessons can also be used to assess skills from the TAF. Staff will need to ensure that there was not any modelling or direct teaching of any skills being assessed on the day the child wrote the piece.

- TAFs will be highlighted based on children's independent writing at least once every half term.
- Teachers will formally report on children's writing levels termly using TAFS and recording on SIMs
- Spelling of Common Exception Words will be assessed every term on the half term
- Regular internal moderation alongside, leaders and other year groups will ensure that judgements are accurate and standardised across the whole school.

Reading Assessments –

- The progress of all pupils is regularly tracked through the PIRA/PERA reading assessments initially in KS1 and then through NFER tests. These take place termly and are used to enable teachers to set appropriate targets and monitor progress more closely, as well as ensure the correct level guided/reading book is issued.

Phonics Assessment –

- Reception and KS1 will complete a phonic assessment of all pupils' half termly. Information from this will then be used to complete the school Phonic tracker and plan

accordingly. Nursery complete a phonics tracker in the summer term of a child's final year in Nursery.

- In KS2 phonics assessments will take place for those groups who have phonic targets or specific phonic needs.

Statutory assessments

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the 'Statutory framework for the early years foundation stage'.

Year 1 Pupils will take a Phonics Screening Test in the Summer Term. Year 2 and Year 6 will complete reading and SPAG SATs in the Summer Term. Teachers in year 2 will also assess pupils against the Teacher Assessment Framework for Reading and Writing and decide if each child is working towards an expected level, at an expected level or at a greater depth. Year 6 will complete the Teacher Assessment Framework for Writing. The results of these assessments will be reported to the Local Authority and shared with parents and with relevant staff.

Parents evenings occurs termly, and parents will receive a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

The progress of pupils with SEND will be monitored by the SENCO.

10.Cross-curricular links

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance with the national curriculum. English skills make up the basis for all other future skills.

Writing across the curriculum forms an essential part of our approach and as such is encouraged using a variety of stimulus such as a prop, music or film clips and personal experiences or events in order to develop ideas and language for writing. Pupils will complete an extended write based on their learning in Science, History and Geography each half term.

Mathematics

In regard to mathematics, English skills contribute greatly. EYFS children encounter patterns, spaces and shapes in English lessons.

Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.

Pupils in KS1 come across stories that involve rhymes that include counting and sequencing.

Science

Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

Humanitarian subjects

Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.

Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

Drama

English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance. House Poetry Slams occur throughout the year as well as class assemblies and performances to encourage children to perform.

ICT

Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

11.Equal opportunities

All pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

If English is an additional language, a TA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Children considered to have special needs in any aspect of English will have targets to address their specific needs set out in an All About Me document. Individual pupil difficulties are discussed regularly between class teacher and SENCO (Miss Tahirah Wynter). Reading schemes are available to support pupils with reading difficulties and precision teaching techniques are used regularly.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

12.Monitoring and review

Moderation of writing will take place between year groups / phases and externally to provide robust judgements – once a term.

Monitoring of progress from pupils starting points will occur and teacher impact meetings will discuss actions that need to be taken to support specific children. Monitoring of books will provide clear evidence of the use of age-related grammar and punctuation. Lesson drop ins support the monitoring of teaching and learning and pupil conferencing will allow us to gage pupil enjoyment in reading and writing.

This policy will be reviewed annually by the subject leader.

A named member of the governing board will be briefed to oversee the teaching of English and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.

APPENDIX A

English programmes of study: key stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

Years 1-6

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.

- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Year 1

Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
    - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
    - Being encouraged to link what they read, or hear read, to their own experiences.
    - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
    - Recognising and joining in with predictable phrases.
    - Learning to appreciate rhymes and poems, and to recite some by heart.
    - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
    - Drawing on what they already know or on background information and vocabulary provided by the teacher.

- Checking that the text makes sense to them as they read and correct inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Writing – transcription:

- Spell:
  - Words containing each of the 40+ phonemes already taught.
  - Common exception words.
  - The days of the week.
  - Name the letters of the alphabet:
  - Naming the letters of the alphabet in order.
  - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
  - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
  - Using the prefix un-.
  - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in English Appendix 1, as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

Writing – composition:

- Write sentences by:
  - Saying out loud what they are going to write about.
  - Composing a sentence orally before writing it.
  - Sequencing sentences to form short narratives.
  - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Leaving spaces between words.
  - Joining words and joining clauses using.
  - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
  - Learning the grammar for Year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading:

- Continue to apply phonetic knowledge and skills to decode works until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
  - Discussing the sequence of events in books and how items of information are related.
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
  - Being introduced to non-fiction books that are structured in different ways.
  - Recognising simple recurring literary language in stories and poetry.
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
  - Discussing their favourite words and phrases.
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both books that they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know, or background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Making inferences on what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription:

- Pupils should be taught to spell by:
  - Segmenting spoken works into phonemes and representing these by graphemes, spelling many correctly.
  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
  - Learning to spell common exception words.

- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) for example, the girl's book.
- Distinguishing between homophones and near-homophones.

- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by **the teacher** that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Writing – comprehension:

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional).
  - Writing about real events.
  - Writing poetry.
  - Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils.
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
  - Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
  - Sentences with different forms: statement, question, exclamation, command.
  - Expand upon phrases to describe and specify, for example, the blue butterfly.
  - The present and past tenses correctly and consistently including the progressive form.
  - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
  - The grammar for year 2 in English Appendix 2.
  - Some features of the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3 and 4

Reading – word reading:

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Using dictionaries to check the meaning of words that they have read.
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - Identifying themes and conventions in a wide range of books.
  - Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interests and imagination.
  - Recognising some different forms of poetry, for example free verse, narrative poetry.

- Understanding what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Identifying main ideas drawn from more than one paragraph and summarising these.
  - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Writing – composition:

- Plan their writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
  - Discussing and recording ideas.
- Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative material, using simple organisational devices, for example headings and sub-headings.

- Evaluate and edit by:
- Assessing the effectiveness of their own and other's writing and suggest improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

- Proofreading for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Learning the grammar for years 3 and 4 in English Appendix 2.

- Indicate grammatical and other features by:
- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.
  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Writing – transcription:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

Handwriting and presentation:

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task.

Writing – composition:

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - Précising longer passages.
  - Using a wide range of devices to build cohesion within and across paragraphs.

- Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.

- Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing.

- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

- Ensuring the consistent and correct use of tense throughout a piece of writing.

- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

- Proof-read for spelling and punctuation errors.

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

- Using passive verbs to affect the presentation of information in a sentence.

- Using the perfect form of verbs to mark relationships of time and cause.

- Using expanded noun phrases to convey complicated information concisely.

- Using modal verbs or adverbs to indicate degrees of possibility.

- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

- Learning the grammar for Years 5 and 6 in English Appendix 2.

- Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing.

- Using hyphens to avoid ambiguity.

- Using brackets, dashes or commas to indicate parenthesis.

- Using semi-colons, colons or dashes to mark boundaries between independent clauses.

- Using a colon to introduce a list.

- Punctuating bullet points consistently.

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

APPENDIX B **HT Reading Essentials!**

Guided Reading	
Reception	• Guided Reading carousel daily for 30 minutes. • Carousel will be based on the book of the week and give children opportunities to practice a range of reading skills. • Adults will work 1-1 with children to embed their decoding skills. Recording will occur on a Reading Log for sounds and blending

	level – when children are on a reading book it will be logged on Boom Reader. • Please see separate Reception Progression in Reading Document for more details
Year 1	• Initially, Year 1 will have two phonics lessons a day instead of Guided Reading until they are on Phase 5 phonics. • When children are ready to move away from 2 Phonics lessons they will follow the format of year 2's Guided reading (see below).
Year 2	• Year 2 will be on a two-week cycle of whole class teaching. • **Week 1** will make use of an ARE Guided Reading book from the Bug Club Guided Collection. Day 1&2 – Guided Reading (Read the text with the children including book talk – copies of text or E-book copies). Day 3 – S&L activities about book. Day 4 – Written outcome about book. Day 5 – Making Links • **Week 2** will have a gem focus. Day 1 – Introduce a text, book talk and ask some define and predict questions. Day 2 – Read the Book and discuss. Day 3 – Retrieve questions about text. Day 4 – Inference questions about the Text. Day 5 – Sequence questions about the text. Please see KL example.
Years 3, 4 & 5	• Use the Bug Club Comprehension booklets and books to teach from. • Planning for these are available on the bug club site. This should be read/ ideally printed before each session and teachers must be aware of the questions and possible answers on the day so that they are able to best **guide** the children. Planning is broken down into 5 days to fill a week of GR learning. • **Day 1** always has a vocabulary focus. Make links for children that we are focusing on the "Define Gem. Children can self-mark these pages. • **Day 2** always takes the form of **"The looking question is…"** (this is always a retrieve gem questions so make those links for the children) **"The clue question is"….** (this is always an inference gem question, make those links for the children and **"The thinking question is…"**(this question usually asks the children to use one of the other gems such as "relate" or "compare". These questions can be marked as a class – but teacher should be aware of the quality of responses. • **Day 3 – Is a discussion – this should be integrated into Day 1 and 2 to free up a session in the week for a "Gem Lesson"** • **Day 4 and 5 –** Need to be marked/ checked by a teacher as these questions are harder and allow children to answer with wider responses. (These questions are a mix of gems – the planning will support you in identifying which ones.)

	• **The free day:** You can slot this in on whichever day of the week you like but we would like this extra day to have a focus on a specific gem. Please get into the habit of analysing your NFER tests and identifying which gem questions children seem to be getting stuck on and explicitly teach this gem – children will have some questions about their current text to answer based on this gem. • Some children have reported that they are not challenged enough in Guided reading. We know that the booklets are very challenging so please ensure expectations of the level of responses are set. It might be appropriate for some LA children to answer with one word or a short phrase but ensure your more able children are writing in full sentences and as if they are answering 2 or 3 mark questions. **Please don't forget that there are support and extend sheets available online to help challenge and scaffold.**
Year 6	• Year 6 will follow the same guidance as Years 3-5, however they will have a little bit more freedom to deliver **some** sessions that teach good SATs practice and skills. **This should be done on the free day instead of Gem Questions.**

1-1 Reading	
Reception	• Focus will start on Phoneme/ grapheme correspondence on Flash cards. Then will move to reading words from Unit 1-5. Children will then receive a Phonics bugs reading book. • Please see separate Reception Progression in Reading Document for more details.
Yr 1- 6	**How often?** • All children should be read with at least once a week. • Your lowest ability children will be every day readers. • Children sitting below expected will need to be read with more regularly (3 times a week) • Pupil premium children will also have enhanced 1-1 reading. **When?** • Use of Collective Worship time is effective for teachers hearing a number of children read. Please ensure that you discuss with the children that although they are missing collective worship there will be a class prayer and moment of reflection later in the day – also ensure that the same children are not missing collective worship daily.

	• Support staff can be used during afternoon sessions if you have adults available. Be creative with use of adults, once whole class teach is complete CT could do some 1-1 readers whilst TA supports learning in class etc. • Listen to readers in those spare minutes – Have BoomReader ready to go and use whatever time you can. • HLTAs may also be allocated some time to read with your children. **Where?** • Find somewhere quiet where both you and the child can focus on the reading. • Children should be comfortable and be sat down. • We want the children to see this as quality time where they get to read to an adult. However, busy we are, we mustn't let the child think we are in a rush to hear them read – so get away from the noise and get comfy! **What should a 1-1 reading session look like?** • You will need: Boom Reader open and adult typing as you go, list of common exception words to look through as an ongoing assessment, list of year group spelling rules, a copy of the year group TAF, a list of gem questions to reference. • Sessions should start with "Book Talk". • If children are still decoding, ask or support children to read the whole sentence back to practice fluency. • Ensure questions to check understanding of vocabulary and events are being asked. • Ensure questions to deepen understanding are being asked with a planned Reading Gem focus each week. **Assessment/ Go read:** • Use your reading log to record when children have been read with – this should be populated to identify your every-day readers (red) and your enhanced 3 times a week readers (yellow). Initialled by adult. • Comments on Boom Reader should be recorded at the time to ensure they are accurate. • Please use the TAF to inform what you are typing making sure that comments help assessment – be specific. • When asking questions write down the children's responses. • Give children lots of praise for what they are doing well! Also give them something to work on!

	• Laptops are easier for recording comments than I-pads. **Home engagement:** • Children will have their Reading Log Bookmarks and should be encouraged to read at least 4 times a week by staff. If children are not reading at home staff should have conversations with parents. • Prizes will be given each time a book mark is completed (the child/ parent has logged 20 different days when the child has read (once a day only). Teachers should check that logs are accurate and children aren't logging when they haven't read. • Log how many book marks a child has completed on the whole class list. Each time they have read 100 books (5 bookmarks) they get a trip to the vending machine. • Ensure books are regularly allocated to Bug Club and children/ parents know their log ins so they can go home and read E-books as well as the hard copy books we are sending home.

Reading for Pleasure!
Storytimes: • Storytimes will occur daily in all classes throughout the school! • Make the time special and a non-negotiable part of your day. Story time never drops off the timetable no matter what! • Model a love of reading and talk positively about it! Share what you are enjoying reading with children! • Ensure the Reading Spine books are utilised in this session and across the year children have been read all of these books. Make use of the posters to tick off which books you have read with your children. • Please try to share some texts from the authors being showcased in "Author of the Half Term" and show the children the "Author Styles" page to look at some of the things this author uses – also choose children's favourite authors. • Consider children's interests/ fascinations and don't be afraid to re-read books multiple times lower down the school • Don't forget to utilise the Poetry Spine too! Poems are a great way to demonstrate use of the Boomtastics! • PERFORM – Don't forget to read ahead a little and work out the voices, pauses etc you might need to add in. Make it fun and exciting. **Books/ Book corners/ Book shelves:**

- A nice inviting reading space will show children that we value their reading for pleasure time.
- Give the children time to access these areas during the day (a finishing activity, beginning of the day, wherever you can!)
- Let children keep a book they have started to read in their tray so they can continue to read the one they have started.
- We would like the children to have the opportunity to take books home with them – you could keep track of this by having a class list on top of the book shelf and children write next to their name which book they have (until the library is open)
- Let children take books outside with them and have a year group reading box for outdoors too
- Encourage the children to fill in request forms for a certain author or type of book to be added to their shelf (KL will provide) let them know it is their book corner and they have a say.

Phonics	
Nursery	• Nursery will have phonics for 20 minutes a day. • Nursery will use the planning, resources and guidance on Bug Club Phonics for "Phase 1 – Pre Reception). This will help children build on their understanding of Environmental sounds, Instrumental sounds, Body percussion (e.g. clapping and stamping), Rhythm and rhyme, Alliteration, Voice sounds and Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog') • The use of the activities on Bug Club Phonics will also be supplemented with some extra activities that staff feel are appropriate based on assessments.
Reception	• Reception will be teaching Phase 2 & 3 phonics across the year (see Reception Progression in Reading document for pace) • Whole class teaching will occur but differentiation/ support/ challenge will be planned for. • Segmenting activities will occur with the use of magnetic letters and boards. Towards the end of Reception more able pupils may move to have a phonics book and write the words they are spelling. • All lessons will use Bug Club Phonics.

	• See separate Phonics lesson expectations • Phonics trackers will be completed half termly to assess.
Year 1	• Children will receive phonics lessons daily using Bug Club phonics. • Those who achieve the ELG in Reading at the end Reception will start on Phase 3 Set 10 phonics. • Those who do not have ELG in Reading at the end of Reception will start at the correct phase – these children will receive 2 phonics lessons a day. • See separate Phonics lesson expectations • Phonics trackers will be completed half termly to assess. • Groups will be updated regularly to ensure children are having the correct provision.
Year 2	• Children who do not pass the phonics screening will receive daily phonics teaching using Bug Club Phonics. • See separate Phonics lesson expectations. • As soon as they are confident with Phase 5 phonics they will resume SPAG teaching. • Phonics trackers will be completed half termly to assess. • Groups will be updated regularly to ensure children are having the correct provision
Years 3-6	• All children who do not have a confident grasp of phonics that join our school in KS2 or children who did not pass their Phonics screening at the end of Year 2 will have a phonics intervention 3 times a week following the "**Rapid Phonics**" scheme. • All phonics intervention work to occur in a book (back of handwriting book) – no whiteboards to be used. • Rapid Phonics assessments will be completed half termly. • Groups will be updated regularly to ensure children are having the correct provision

APPENDIX C - Reading Gems KS1

Enjoy

 Did you choose this book? Why? What did you like about the text? Why? What did you dislike about the text? Why? Would you read the book again? Why? Why not? Would you recommend the book to your friend? Why? Why not? What will you read next? What books do you like to read? Do you have a favourite book that you like to read? Is this a new book that you haven't read before? Do you know anything about it already? Do you enjoy reading? What do you read at home? Who is your favourite author? Which books have you enjoyed that we have read together? And why have you enjoyed them?

Decode

 What do you do if you are stuck on a word? Where do you start reading the word? Where do you look first? When you blend those sounds together, what word does it say? Can you tell me the word? Are there any clues in the word? Does it look like any other words you know? Can the pictures help you? Do you know what the word means or can you work out what it means (in this sentence)? What other word could the author have used that means the same sort of thing? Does the sentence make sense with that word?

Define	Retrieve	Sequence	Infer	Predict
1a Draw on knowledge of vocabulary to understand texts	**1b** Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	**1c** Identify and explain the sequence of events in texts	**1d** Make inferences from the text	**1e** Predict what might happen on the basis of what has been read so far
▯ What word in the text tells you…? ▯ Find and copy (one word/phrase/sentence) that tells you… ▯ The author uses this word _____What does it mean? ▯ The writer uses words such as _____to describe _____. What does this tell you about _____? ▯ The writer uses words such as _____to describe _____. How does it make you feel? ▯ Find and copy a word that describes how… ▯ Find and copy a word that means the same as… ▯ In the story, _____ is used repeatedly. Why? ▯ Draw a line to match the words to their meanings. ▯ How has the writer made you and/or _____feel? ▯ Which words and /or phrases make you think/feel _____?	▯ Draw a line to match these characters to events. ▯ Give one example of _____ ▯ Which character _____? ▯ Where/when does _____ take place? ▯ What did _____ look like? ▯ How did _____ feel? Why? ▯ Who was _____? ▯ Where did _____ live? ▯ Who are the characters in the book? ▯ Who is the narrator? ▯ Where in the book would you find _____? ▯ What happened in the story? ▯ How does the _____ help me to find information in this book?	▯ Number the sentences below to show the order they happened in the _____ ▯ Which of these events happened first? ▯ What happened after _____? ▯ What happened before _____? ▯ Which of these events happened last? ▯ Use three sentences to describe the beginning, middle and end of this text? ▯ Sum up the story in _____ words ▯ Sort these sentences/paragraphs/chapter headings from the story	▯ Why do you think _____? ▯ How do you know that _____? ▯ When do you think _____? ▯ How can you tell that _____? ▯ True or False ▯ Why did _____? ▯ How do you feel about _____? ▯ Can you explain why _____? ▯ How does _____ feel?	▯ What do you think will happen next? ▯ What do you think would happen if _____? ▯ What do you think will happen to _____? Why do you think this? ▯ Where do you think _____? ▯ Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way? ▯ How is _____ like someone you know? Do you think they will act in the same way?

Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response

Define	Retrieve	Summarise	Infer	Predict	Relate	Explore	Compare
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
⍰ Explain two things that the words ___, ____ suggest. ⍰ Find and copy a word/two words/a phrase/a sentence that shows _____ ⍰ In this sentence _____ is closest in meaning to _____? ⍰ The author uses _____. _____ has two different definitions, use each definition to write a sentence. ⍰ The author uses _____. Why do you think they chose this word? ⍰ The author uses _____. Which of these words could be used to give a similar meaning in the sentence? ⍰ Which word best describe _____? ⍰ Find and copy one word that suggests that _____ ⍰ What does this word/phrase/sentence tell you about _____? ⍰ Highlight a key phrase or line. By writing a line in this way what effect has the author created? ⍰ Why does the author use _____ repeatedly?	⍰ Identify how _____ ⍰ Give two reasons why _____ ⍰ True/False ⍰ Fact/Opinion ⍰ Circle the option to complete the sentence. ⍰ When did _____ take place? ⍰ From whose point of view is the story told? ⍰ Which part of the story best describes _____? Explain why. ⍰ Which words and /or phrases _____? ⍰ What evidence do you have to justify your opinion? ⍰ Find the paragraph where _____	⍰ What is the main message of the text? ⍰ Number the sentences below to show the order they happened ⍰ Which of these events happened first? ⍰ Which of these events happened last? ⍰ What happened after? ⍰ What happened before? ⍰ What's the main point in this paragraph? ⍰ Can you sum up what happens in _____? ⍰ Sort the information in these paragraphs. ⍰ Which is the most important point in these paragraphs? How do you know? ⍰ What part of the story do you think is the most important? Explain why you think this.	⍰ Explain how _____? ⍰ Explain why _____? ⍰ Why did _____? ⍰ Why is _____? ⍰ How does _____? ⍰ Why do you think _____? Explain using the text. ⍰ How do you know _____? Explain using the text. ⍰ When do you think_____? Explain using the text. ⍰ How can you tell that _____? Explain using the text. ⍰ True/False ⍰ What makes you think that? ⍰ Which words give you the impression that _____? ⍰ How do you feel about _____? Why? ⍰ Can you explain why_____? ⍰ Which word tells you that _____?	⍰ What do you think will happen next? ⍰ What do you think would happen if _____? ⍰ Based on what you have read, what does the last paragraph suggest might happen next? ⍰ Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why? ⍰ Why did the author choose this setting? Will that influence how the story develops? ⍰ How is _____ like someone you know? Do you think they will react in the same way? ⍰ What might happen next? Why? ⍰ Choose one character from the book and predict how you think they will behave/react? ⍰ Can you predict several possible outcomes and explain your answer? ⍰ What if...? ⍰ If there was a sequel, what might happen? Why do you think this?	⍰ At what point did the characters mood change? Justify your answer using the text. ⍰ What caused the characters to change their actions? ⍰ What caused a change in events? ⍰ Explain why _____ ⍰ What is similar/different _____ and _____? ⍰ Why is _____ important in the story? ⍰ Does this story have a moral or a message? Explain how you know using the text. ⍰ Why do you think the author chose to use _____ to present the information? ⍰ How does the _____ encourage you to read on/find information? ⍰ Where does it tell you that _____? ⍰ Why has the writer written/organised the text in this way? ⍰ In what ways do the illustrations support the instructions? ⍰ Who do you think this information is for? ⍰ What atmosphere is the author trying to create? What words/phrases help to create that feeling? ⍰ Why did the author write this story? Find a	⍰ What does _____ tell you about _____? ⍰ What words help the reader to _____? ⍰ What impact does the phrase _____ have on the reader? ⍰⍰ Highlight a key phrase or line. By writing a line in this way what effect has the author created? ⍰ The writer uses words like _____to describe _____. What does this tell you about _____? ⍰ What other words/phrases could the author have used? ⍰ What technique has the writer used? ⍰ How are these words effective? ⍰ What do you think the writer meant by '_____'? ⍰ When the author uses this sort of sentence, what is the impact? ⍰ Why did the author _____? ⍰ Why has the author used this word/phrase/sentence? ⍰ How does the author create this mood/atmosphere? ⍰ What is the effect of _____?	⍰ How does the characters mood change throughout the text? ⍰ What words would you use to describe the main character at the start and end of the text? ⍰ Compare and contrast different characters, reactions, settings, themes within the text. ⍰ How are the lives of the people different as a result of _____? ⍰ How is it similar to _____? ⍰ How is it different to _____? ⍰ Compare your book to another on the same topic. Which do you prefer and why? ⍰ Would you like to read more books by this author? Explain your reasons. ⍰ If you have read other texts by this author, can you see any similarities/differences between them?

Reading Gems KS2