

# **Grand Avenue Primary and Nursery School**

## **A Policy for English**

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Agreed by staff and Governors - Summer term 2021  
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## Statement

At Grand Avenue Primary and Nursery School staff strive for children to become fully literate and to develop a life-long love of the English language, both spoken and written. In Key Stages 1 and 2 English skills are taught as set out in the English National Curriculum. In the Foundation Stage the Early Learning Goals are used as set out in the EYFS curriculum guidance.

## Aims

The English Curriculum encompasses Reading, Writing, Spelling and Phonics. It also requires that children are confident and fluent when speaking in a range of contexts. Through careful planning, teaching and monitoring, by the age of 11 we aim for each child to:

- Be able to read and write with confidence, fluency and understanding.
- Be able to use a full range of reading clues: phonic, graphic, syntactic and contextual.
- Be able to monitor own reading and correct their mistakes.
- Be able to understand the sound and spelling system and use this to read and spell accurately.
- Display fluent and legible handwriting which is correctly and consistently formed.
- Have an interest in words, their meanings and a growing vocabulary.
- Recognise, understand and be able to write in a wide range of fiction and non-fiction genres.
- Understand and be familiar with the structure of narratives with an idea of setting, character and plot.
- Plan, draft, revise, edit, refine and present own writing with regard to audience and purpose.
- Have a suitable technical vocabulary with which to understand and discuss their reading and writing.
- Be interested in books, read for pleasure and information with good comprehension and are able to evaluate and justify their preferences.
- Develop imagination, inventiveness and critical awareness.
- Speak clearly, with confidence, showing good understanding of audience and purpose.
- Learn, by heart, extracts from poetry and texts.

## **SEN/More Able/EAL/Vulnerable Pupils**

We ensure that:

- Activities are planned into units of work where support can be provided to the less able and more able children can be challenged and extended .
- EAL children are supported whilst developing the skills needed to fully access the English curriculum.
- Children with learning difficulties are diagnosed and provision is made for individual needs.
- Where necessary outside agencies are consulted and involved.
- Adult support is used in school to support groups/individual children. For example; precision teaching, pre- teaching or grouping to develop greater depth writers.

Provision is made for children with Special Education Needs in line with the SEN policy. The class teacher, in conjunction with the SEN Co-ordinator, examines the needs of each child and plans accordingly. See SEN policy.

Provision is made for children who show high ability in line with the More Able Pupils policy. The class teacher, in conjunction with the More Able Co-ordinator, examines the needs of each child and plans accordingly. See More Able Pupils policy.

Provision is made for children who have English as an Additional Language in line with the EAL policy. The class teacher, in conjunction with the EAL Co-ordinator, examines the needs of each child and plans accordingly. See EAL policy.

## **The Role of the Co-ordinator**

The English Co-ordinator(s) will:

- Create, review and monitor the English Policy, especially with regard to national and local agendas.
- Keep up to date with current developments and initiatives.
- Support staff in the planning and delivery of the English Curriculum.
- Ensure resources are readily available to support the teaching of all aspects of English.
- Observe English lessons, carry out learning walks and feedback to staff.
- Attend relevant courses and disseminate information in school.
- Manage, update, order and monitor resources.
- Monitor planning to ensure continuity, coverage and progression.
- Deliver INSET.
- Ensure moderation of assessments takes place between year groups and across key stages.
- Examine whole school data and discuss with SLT.

## **The Role of the Governors**

Governors will:

- Become familiar with the key issues surrounding the teaching of English.
- Be familiar with the English Policy.
- Review the policy at appropriate time.
- Support the implementation of the policy.
- Visit school to observe the teaching of English.
- Ensure budgetary provision.

## **The Role of the Class Teacher**

The class teacher will:

- Plan and teach the lesson covering the year group expectations of the English National Curriculum during daily lessons.
- Use a variety of resources and approaches in designing lessons to motivate and challenge.
- Monitor coverage and progression of skills taught. See also Curriculum map and Appendices.
- Plan differentiated activities to meet the needs of all pupils including; more vulnerable, SEN, More Able and children who have English as an additional language.
- Record each child's progress in reading and writing as set out in Assessment Policy.
- Plan activities to meet the requirements for transcription, composition and for word reading and comprehension - to include learning by heart and performing.
- Set English Targets for each child using the school agreed 'non-negotiables'
- Mark English work regularly using developmental marking and agreed proformas eg Whole class marking.
- Ensure children respond to feedback where appropriate.
- Inform parents of their child's progress in English.
- Undertake moderation exercises with year group partners to ensure consistency of approach in judging when a child has met ARE as set out within the National Curriculum (including TAFs).
- Provide examples of children's work to be monitored by SLT when requested.
- Alert the SENCO to any child showing severe learning difficulties which cannot be managed through differentiation within the classroom.
- Alert the More Able Co-ordinator to any child showing exceptional high ability which cannot be managed through differentiation within the classroom.
- Alert the EAL Co-ordinator to the needs of the children in the class for whom English is an additional language.
- Use class data to inform planning.

## Summary of Teaching Focus and Expectations

In the Foundation Stage children are taught the English skills of reading and writing (known as Communication, Language and Literacy development or CLLD) in a discrete manner but there are many opportunities for practising these skills through the other areas of the curriculum. The children have access to writing materials in all areas of the curriculum and are encouraged to write as often as possible. Reading and writing activities are always given a purpose.

In Key Stage 1 and 2 English is taught daily. A balance between word reading, comprehension, handwriting/transcription, composition, grammar and punctuation and spelling/phonics is planned. See explanations below:

### **Word Reading**

Children will be taught to use phonics and a range of reading skills to decode words until automatic decoding has become embedded and reading has become fluent (by the end of Key Stage 1 for most children).

Children will be asked to apply their knowledge of root words, prefixes and suffixes to read aloud and show understanding of the meaning of new words that they meet (by the end of Key Stage 2).

### **Comprehension**

Lessons will focus on developing pleasure in reading, motivation to read, vocabulary and understanding. Each child will be encouraged to maintain a positive attitude to reading and understanding of what they read.

Children are expected to be able to answer questions and make some inferences on the basis of what is being said and done (end of KS1).

Children will be asked to explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence (end of KS2).

### **Handwriting/Transcription**

Children will be taught to use phonics to inform spelling and apply spelling rules in independent writing. Children will be asked to scribe accurately simple sentences dictated by the teacher, including Common Exception Words and taught punctuation.

The correct formation of each lower case letter is taught alongside the correct size in relation to other letters. Children are asked to use a cursive script.

Children will be taught to write capital letters of the correct size, orientation and relationship to one another and to lower case letters.

During writing children will be taught to use appropriate spacing between words (Key Stage 1) and expected to write accurately, legibly, fluently and with increasing speed as they progress through school.

### **Composition**

Children are given opportunities to develop a positive attitude towards stamina for writing. Teaching includes how to plan ideas before beginning to write. Each child is advised how to make simple additions, revisions and corrections to their own writing.

Children are expected to read aloud what they have written, with the appropriate indentation to make the meaning clear, proof reading for appropriate grammar and punctuation.

Children are taught how to draft write, edit and refine their writing, selecting appropriate grammar and vocabulary and how to use an increasing range of devices to build cohesion .

### **Cross curricular links**

English skills taught during English sessions, are then practised through other subject areas eg Science, Geography, History, Exploring Cultures. This will involve the rehearsal of specific sentence level skills and the rehearsal of writing in previously taught genres. Other taught English skills of reading, spelling and handwriting are also practised through other curriculum areas (see year group planning).

## **Reading**

Reading is taught as a discreet lesson and well as during English lessons. As a school, Reading underpins our whole curriculum. Topics and English are supported by high quality texts and we use the Power of Reading programme of study to enhance the curriculum. Incidental reading opportunities are used to build reading skills across the curriculum. This includes: children reading learning challenges, short pieces of text, reading the date, reading common exception words.

### **To develop our pupils as readers we:**

- Teach reading accurately and fluently using the Read, Write, Inc phonics programme.
- Help each child to understand and respond to what has been read using inference and deduction where appropriate.
- Encourage reading of a wide range of genres of both fiction and non-fiction books.
- Promote the enjoyment of reading.
- Teach reading as a way to seek information and learn from the written word.
- Keep accurate records of reading progress.
- Ensure appropriate texts are available to stimulate and motivate readers.
- Model good reading habits.
- Read more often with targeted children eg low attainers, vulnerable pupils.
- Encourage parent volunteers to come into school and hear children read.
- Organise reading buddies in KS2 to support younger children.
- Provide the opportunity for reluctant readers to read to a 'reading dog'.
- Motivate children to read by using kindles and tablets.

Each class has a designated book corner and a means of displaying year group appropriate books. In Years 4, 5 and 6, the children also have access reading areas outside the classroom where the books are organised into reading genres to encourage children to read widely, often and for pleasure.

The reading materials the school provide are of high quality and are differentiated to cater for the individual needs of the children in our school. Resources are chosen to promote positive role models, the diversity of our community and include dual language books.

### **Teaching strategies - Reading**

#### **Individual reading – learning to read**

Each child has their own reading diary and this is used to record progress. The book, date and a comment are noted. From Reception to year 4 each child is heard read individually by an adult in school at least once a fortnight. A note is made of the reading experience in the diary and may include a 'next step'.

Each child's individual reading progress is carefully planned and monitored. One Reading Scheme is not used, rather a variety of texts are graded according to the National Book Band classification and colour coded accordingly. Each child reads a book that is appropriate to challenge and motivate, being asked to choose a book from a specific colour band. Each book band has a variety of texts including known scheme books, 'real books', non-fiction and poetry. Class teachers monitor carefully the frequency with which children read and the type of literature experienced. Children are expected to read at home every day and there is a minimum expectation that the reading diary is signed by a parent/carer 3 times per week. See Appendix B for progression of skills

#### **Individual reading – fluent readers**

Once a child is deemed a free reader ie, no longer on the colour banded scheme, the class teacher will regularly monitor the texts read. Children are expected to read a wide range of genre and be able to discuss the text read, showing reading for meaning. Children are also expected to analyse text, for example; be able to explain why certain words have been chosen or which cohesion strategies have been used. A reading diary is used to show a record of texts read.

#### **Supporting low ability readers**

Teachers read with the 20% of children who show lower ability and PPG/vulnerable children once per week.

#### **Guided reading**

Guided reading sessions are taught in every year group from Nursery to Year 6. They are taught a minimum of 3 times per week. This offers the opportunity to listen to text being read, explore the meanings of words and discuss the purpose of the text.

#### **Phonics**

Phonics is taught through the Read Write Inc scheme from when the child is ready to access the scheme in Nursery through to lower KS2 if still required. Children are grouped according to their ability and assessed on a half termly basis. Adults are assigned to these groups and varied regularly to ensure class teachers have a good understanding of each child's ability and progress. Additional 1:1 phonics tuition and phonics groups are arranged for those individuals that require additional support. See Appendix A for progression.

In KS2, phonics is supported within the classroom for children to consolidate their learning and this is used alongside spelling rules and patterns.

All classrooms display a complex speed sound chart. See Appendix B for Phonics Progression and Set sounds.

### **Library**

Children access the school Library regularly and may choose a book to take home. This is a book of the child's choice and may be one that needs to be shared or read to them by an adult.

### **Reading lists**

As a guide for parents the school provides a list of recommended reading for each year group. These books cover a range of genres and text types.

### **Children not reading at age related expectation**

Intervention programmes are used throughout the school to narrow the gaps in learning of under achievers. These programmes include Jump ahead, Rapid Reading, booster sessions, 1:1 precision teaching and the Read Write Inc scheme.

Intervention programmes are used on a flexible basis to meet the needs of the individual and, if necessary, personalised intervention programmes are used to address an individual's very specific needs. See SEN policy.

## **Writing**

### **To develop our pupils as writers we:**

- Plan specific word and sentence level objectives that meet the needs of the class, using the writing skills progression ladder.
- Use the colourful semantics programme as a basis for teaching sentence structure.
- Teach children to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate.
- Encourage children to write with interest, commitment and enjoyment.
- Show children how to write in a variety of forms using opportunities for modeled, shared and guided writing.
- Encourage children to create the success criteria from what they have learnt about the text type being created
- Show children how to evaluate and improve their own writing against the success criteria through teacher, self and peer assessment.
- Show children how to use punctuation to make meaning clear to their reader.
- Give children the knowledge and the strategies to become confident and accurate spellers (spelling tests weekly).
- Give children opportunities to 'magpie' ideas from other texts.
- Provide opportunities to create extended pieces of writing to promote stamina.
- Teach children a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

Teacher expectations are high. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of achievement. Teachers give clear feedback to children so they know if they have achieved their target and discuss next steps. Time is allocated to respond to feedback.

## **Speaking and Listening Skills**

**To develop our pupils as speakers and listeners we:**

- Plan opportunities for pupils to express their ideas to a range of audiences.
- Provide opportunities for pupils to take part in group discussion and drama activities.
- Encourage pupils to listen and respond appropriately to others.
- Encourage and guide pupils in adapting their speech to different situations.
- Provide opportunities for pupils to evaluate and reflect on their own speech.
- Encourage pupils to use the vocabulary and grammar of standard English whenever appropriate.

## **Handwriting**

**To develop handwriting skills we;**

- Teach a cursive style of writing during Key Stage 1.
- Plan specific handwriting lessons to ensure correct formation and size of letters.
- Have high expectations of handwriting and presentation in all subjects
- Model the cursive style when scribing and marking.

Children are expected to use a cursive style of handwriting at all times. Pupils write in pencil until they earn their pen licence with the expectation that all children will be writing in pen by Year 5.

Pupils whose writing ability may be hindered by difficulties with handwriting are given specific interventions to support, eg touch-typing lessons.

## **Assessment and monitoring of progress**

See Assessment policy for further detail.

Reading progress of each pupil is assessed continually with the reading diary being used as a record of attainment.

Phonics progress is assessed each half term using the Read Write Inc resources. Children are grouped accordingly.

The writing progress of each pupil is assessed each term and a record is kept using the school agreed Symphony statements. Average progress is deemed to be 3 points per term. The assessments are teacher judgements on progress throughout the term, not based on a single test. Evidence to support the teacher's judgement is seen in planning and children's books.

Staff regularly attend moderation meetings both in school and at borough level to ensure a consistent approach to the judgements regarding age related expectations.

### **Home Learning**

Home learning is set according to the Home Learning policy. A weekly message is sent via Google Classroom to pupils in Nursery to Year 6 with activities to undertake at home to support learning in school.

### **Home – School Links**

Parents will be informed of specific ways they can help their child improve their Literacy skills. These include:

- Read regularly with their child.
- Record books read in the Reading Diary.
- Encourage their child to read a variety of reading material.
- Being a good role model, be seen reading and writing.
- Report to the teacher any concerns regarding their child's development of English skills.
- Encourage child to write for different purposes eg birthday cards, invitations etc.
- Talk with their child about their reading and writing.
- Help their child to learn spellings and word families.
- Foster enjoyment in learning to read and write.
- Use the same cursive script as learnt at school (copy available).
- Use information from specific workshops designed to support parents regarding the development of reading, grammar and punctuation.

### **Equal Opportunities**

At Grand Avenue we aspire to high standards of English throughout the school and we ensure that every child, regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religion, or ethnic origin, has access to a range of well-planned experiences.

## Appendix A

### Phonics Progress in EYFS / KS1

At Grand Avenue Primary and Nursery School we follow the Read, Write, Inc phonics scheme. This starts in the summer term of nursery with familiarising the children with the picture cards, hearing different sounds and oral blending. Formal teaching of phonics begins as soon as the children start in Reception following the RWI scheme. Children are assessed and regrouped each half term.

<b>RECEPTION</b>		<b>A child in this group can read</b>	<b>Children in this group will learn:</b>
Autumn half term	Group B	Most Set 1 single-letter sounds (cannot blend orally)	Teach gaps in Set 1 single letter sounds and Word Time 1.1– 1.4
End of Autumn term	Group C	Most Set 1 single-letter sounds and can blend sounds into words orally	Teach gaps in Set 1 single letter sounds and Word Time 1.1–1.5
Spring half term	Ditty books	All Set 1 single-letter sounds speedily and most words with set 1 sounds in	Continue to teach and review Set 1 Sounds – focus on ‘special friends’ ch, sh, etc. Review Word Time 1.1–1.4 Teach Word Time 1.5–1.6 Ditty Photocopy Masters 1–10
End of Spring term	Red books	All Set 1 Sounds speedily, real and alien words with these sounds in	Review Set 1 Sounds and Word Time 1.1–1.5 Teach Word Time 1.6–1.7 Red Ditty Books
Summer half term	Green books	All Set 1 Sounds speedily, real and alien words with these sounds in Some Set 2 sounds	Teach Set 2 Sounds Continue to review Set 1 Sounds Green Storybooks
End of summer term	Green / Purple books	All Set 1 Sounds speedily, real and alien words with these sounds in Most Set 2 sounds	Teach Set 2 Sounds Continue to review Set 1 Sounds Purple Storybooks

<b>YEAR 1</b>		<b>A child in this group can read</b>	<b>Children in this group will learn</b>
Autumn half term	Purple books	All Set 1 Sounds speedily, real and alien words with these sounds in Most Set 2 sounds	Teach Set 2 Sounds Continue to review Set 1 Sounds Purple Storybooks
End of Autumn term	Pink books	All Set 1 Sounds speedily, real and alien words with these sounds in Most Set 2 sounds Read words using FRED in your head	Teach remaining Set 2 Sounds Once confident, teach Set 3 Sounds (focus on reading) Continue to review Set 1 and 2 Sounds Pink Storybooks
Spring half term	Orange books	All set 1 and 2 sounds speedily Most real, alien and FRED in your head words	Teach Set 3 Sounds (focus on reading) Review Set 1 and 2 Sounds Orange Storybooks
End of Spring term	Yellow books	All Set 1 and 2 sounds speedily Most real, alien and FRED in your head words Some Set 3 sounds	Review Set 1, 2 and 3 Sounds Yellow Storybooks
Summer half term	Yellow books	All Set 1 and 2 sounds speedily Most real, alien and FRED in your head words Some Set 3 sounds	Review Set 1, 2 and 3 Sounds Yellow Storybooks
End of summer term	Blue books	Some Set 3 sounds 60–70+ words per minute (wpm) Attempts to read with intonation to show comprehension	Review Set 2 and 3 Sounds Blue Storybooks

<b>YEAR 2</b>		<b>A child in this group can read</b>	<b>Children in this group will learn</b>
Autumn half term	Blue books	Some Set 3 sounds Reads at a rate of 60–70+ words per minute Attempts to read with intonation to show comprehension	Review Set 2 and 3 Sounds Blue Storybooks
End of Autumn term	Grey books	Most Set 3 sounds Reads at a rate of 70–80+ words per minute Attempts to read with intonation to show comprehension	Read Write Inc. Spelling Grey Storybooks
Spring half term	Grey books	Most Set 3 sounds Reads at a rate of 70–80+ words per minute Attempts to read with intonation to show comprehension	Read Write Inc. Spelling Grey Storybooks
End of Spring term	Scheme completed	Can read all RWI sounds and words (sounding out in head if needed).	Read Write Inc. Spelling Read Write Inc. Literacy and Language Read Write Inc. Comprehension
Summer half term	Language and literacy	90–100+ words per minute Reads with intonation that shows some comprehension	Spelling Read Write Inc. Literacy and Language Comprehension
End of summer term	Language and literacy	90–100+ words per minute Reads with intonation that shows some comprehension	Spelling Read Write Inc. Literacy and Language Comprehension

## Set 1 sounds

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u
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## Set 2 sounds

Vowel sounds – stretchy

ay	ee	igh	ow
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Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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### Set 3 sounds (sounds in grey)

#### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

#### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	e-e	i-e	ō-e
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## Appendix B: Skills Ladder for Reading

The following shows detail for teaching of Reading in each year group:

EYFS	Books and Reading - what does it look like	Parental support/home expectations	Phonic skills	Reading skills	End of KS aims
EYFS	<ul style="list-style-type: none"> <li>•Children listen to a wide range of fiction and non-fiction books on a daily basis.</li> <li>•Reading areas are in every class.</li> <li>•Music, songs and nursery rhymes are part of teaching sessions.</li> <li>•Puppets and objects for books are available to encourage children to talk and retell the stories.</li> <li>•Self-registration.</li> <li>•Print in the classroom - eg displays, numbers on toilet doors.</li> <li>• Reading activities in the outdoor environment.</li> <li>• 1:1 reading with the children every other week.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent workshop to introduce how we teach phonics and reading (Aut 2).</li> <li>• Home school banded books sent home and only changed twice per week to encourage children to re-read and develop fluency.</li> <li>• A book to share is sent home alongside the reading scheme book.</li> <li>• Parent volunteers to come in and read with the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Sings nursery rhymes.</li> <li>• Joins in with rhyming activities.</li> <li>• Can continue rhyming strings.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read phonically decodable words and simple phrases.</li> <li>• Begins to read common exception words by sight (start with Set 1 continue through the Sets).</li> <li>• Children read and understand simple sentences.</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• They also read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Talk about how stories are structured.</li> <li>• Suggests how the story might end and give reasons as to why.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Handles books carefully and holds books the correct way up and turns pages.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Describe characters feelings and explain how they know a certain character is feeling this way.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• They demonstrate an understanding when talking with others about what they have read.</li> <li>• Use illustrations to support the meaning of unknown words.</li> <li>• Tell stories using the pictures in books.</li> <li>• Read around an unknown word to work out the meaning.</li> <li>• To ask when they do not know the meaning of words.</li> </ul>	<p><b>Reading ELG:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p><b>Reading Exceeding ELG:</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>

Year One	<ul style="list-style-type: none"> <li>• 1:1 reading with the children every other week.</li> <li>• Print in the classroom - eg displays, numbers on toilet doors.</li> <li>• Puppets and objects for books are available to encourage children to talk and retell the stories.</li> <li>• Children listen to a wide range of fiction and non-fiction books on a daily basis.</li> <li>• Reading areas are in every class. <ul style="list-style-type: none"> <li>• daily guided reading</li> <li>• daily RWI</li> <li>• parent helpers reading</li> </ul> </li> <li>• PPG children read with regularly (more than every other week)</li> <li>• 1:1 phonics intervention for VL</li> <li>• library visit weekly, books sent home</li> <li>• recording reading at home (how often) celebrate at school.</li> </ul>	<p>Library books sent home.</p> <p>1:1 phonic resources shared with individual learners.</p> <p>Phonics open morning (Spring term- 22.1.19).</p> <p>Home school banded books sent home .</p> <p>Children are expected to read at home every day and there is a minimum expectation of the reading diary to be signed by an adult/parent 3 times per week.</p>	<ul style="list-style-type: none"> <li>• Read yr1 common exception words by sight.</li> <li>• Children read and understand sentences.</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• They also read some common irregular words.</li> </ul>	<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading.</li> </ul>
				<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known.</li> </ul> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far.</li> </ul> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>

<p style="text-align: center;">Year 2</p>	<ul style="list-style-type: none"> <li>• Children listen to a wide range of fiction and non-fiction books on a daily basis.</li> <li>• Reading areas are in every class.</li> <li>• Print in the classroom - egg displays, numbers on toilet doors. <ul style="list-style-type: none"> <li>• Weekly check of reading diary to ensure children read 3x/week at home</li> <li>• Daily whole class guided reading sessions</li> <li>• Cross-curricular opportunities to read</li> <li>• 1:1 reading with the children every other week.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Home school banded books sent home and only changed as needed. Reading is recorded in a diary that is checked weekly.</li> <li>• Parent volunteers to come in and read with the children.</li> <li>• Children are expected to read at home every day and there is a minimum expectation of the reading diary to be signed by an adult/parent 3 times per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently read common exception words by sight (start with Set 1 continue through the Sets).</li> <li>• they also read Year 2 common exception words.</li> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• read words containing common suffixes.</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>• Children read and understand more complex sentences.</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding.</li> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• discussing the sequence of events in books and how items of information are related.</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• being introduced to non-fiction books that are structured in different ways.</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>• learn poems by heart.</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions.</li> <li>• predicting what might happen on the basis of what has been read so far.</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables.</li> <li>• read most words containing common suffixes.</li> <li>• read most common exception words.</li> </ul> <p>In age-appropriate1 books, the pupil can:</p> <ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2</li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul>
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<p style="text-align: center;">Lower KS2</p>	<ul style="list-style-type: none"> <li>• reading area/book corner to promote texts in every class.</li> <li>• class text.</li> <li>• guided reading text.</li> <li>• Weekly check of reading diary to ensure children read 3x/week at home.</li> <li>• Children are read to daily by an adult in class.</li> <li>• 1:1 reading with the children every other week.</li> </ul>	<ul style="list-style-type: none"> <li>• Home school banded books sent home and only changed as needed. Reading is recorded in a diary that is checked weekly.</li> <li>• Parents are expected to sign/make a comment about their reading.</li> <li>• Children are expected to read at home every day and there is a minimum expectation of the reading diary to be signed by an adult/parent 3 times per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision from KS1 – suffixes (EXS – ed, ing, er, est. GDS - ful, ly, ness, ment, less).</li> <li>• Adding suffixes with vowel letters to words of more than 1 syllable.</li> <li>• i sound spelt with a y (phonics link).</li> <li>• u sound spelt ou (young, touch – phonics link).</li> <li>• Prefixes: in, un, dis, mis, re, sub, inter, super, anti, auto (started in KS1).</li> <li>• Suffix: -ation, ly, ous (phonics link).</li> <li>• Words ending sure / ture / tcher (phonics KS1).</li> <li>• Words ending –sion.</li> <li>• Words ending in: tion, sion, ssion, cian (phonics KS1).</li> <li>• k sound spelt ch eg scheme (phonics link).</li> <li>• sh sound spelt ch eg chef (phonics link).</li> <li>• s sound spelt sc eg science (phonics link).</li> <li>• ay sound spelt ei, eigh, or, ey (phonics link).</li> <li>• Possessive apostrophe with plural words.</li> <li>• Homophones / near-homophones (22).</li> <li>• Yr3/4 CEW list (100).</li> </ul>	<ul style="list-style-type: none"> <li>• See end of KS2 expectations plus DEREK skills.</li> </ul>	
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Upper KS2	<ul style="list-style-type: none"> <li>• reading area/book corner to promote texts in every class.</li> <li>• class text.</li> <li>• guided reading text.</li> <li>• read with the bottom 20% and PPG children once per week.</li> <li>• Weekly check of reading diary to ensure children read 3x/week at home.</li> <li>• Children are read to daily by an adult in class.</li> </ul>	<ul style="list-style-type: none"> <li>• If children are still on the reading scheme they take home one book that is banded and at a suitable ability for the child and one book that is free choice.</li> <li>• If a child is a free reader, they can choose a book themselves which is monitored by the class teacher to ensure a range of text types and genres are read.</li> <li>• Children are expected to read at home every day and there is a minimum expectation of the reading diary to be signed by an adult/parent 3 times per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Endings cious / tious (yr2 phonics).</li> <li>• Endings -cial, -tial.</li> <li>• Endings ant, ance, ancy, ent, ence, ency.</li> <li>• Endings able, ible, ably, ibly.</li> <li>• Suffix –fer.</li> <li>• Use of a hyphen.</li> <li>• Words with a ‘i’ sound spelt ei after c.</li> <li>• Words containing the letter string ‘ough’.</li> <li>• Words with silent letters eg doubt.</li> <li>• Homophones and other words that are often confused (2 pages of examples).</li> <li>• Yr5/6 CEW list (100).</li> </ul>	<ul style="list-style-type: none"> <li>• See end of KS2 expectations plus DEREK skills.</li> </ul>	<p>Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>.</p> <ul style="list-style-type: none"> <li>• Can read <u>vast majority if not all of the</u> Year 5/6 common exception words list</li> <li>• Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</li> <li>• Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</li> <li>• Has learnt a wide range of poetry by heart.</li> <li>• Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph, from different viewpoints and across a range of texts.</li> <li>• Explains how language, structure and presentation contribute to meaning and effect of a text.</li> <li>• Comments on how language, including figurative language and irony, is used to contribute to meaning</li> <li>• 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.</li> <li>• Can use quotations and text references to support ideas and arguments.</li> <li>• Can combine information from different sources to produce meaningful information.</li> <li>• Can identify the different layers of meaning in the text. (eg <i>a war story might tell about life in the trenches but also the regime of a nation/propaganda e. WWII and Hitler</i>).</li> <li>• Can identify the language associated with different view points and how this can affect the meaning eg <i>Some people believe, On the other hand, One way of looking at this</i>)</li> </ul> <p>Can comment on how inferences can be different depending on the experiences of the reader eg. <i>an evacuee or survivor of a war verses soldier/dictator or someone who has not experienced war first hand.</i>)</p>
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