



ENGLISH POLICY

Reviewed Annually by the Pupil Progress and Pupil Welfare Committee

| | |
|-----------------------------|-------------------|
| Date of last review: | Signature: |
| Spring 2023 | <i>L. Hill</i> |

Introduction

At Alford Primary School, we recognise that competency in the four areas of English (Speaking and Listening, Reading and Writing) underpin learning across the curriculum. Therefore, the provision of quality teaching and learning opportunities for children to acquire these vital skills is central to our teaching practice. The four areas of English will be considered individually; however, since English is dependent on the inter-relationship between these four areas, teachers will build on links between them across units of work. We recognise that language and literacy learning is most effective in a meaningful and purposeful environment, through experiences and opportunities that contextualise learning, and through excellent adult and peer modelling. We understand that in order to become confident users of language, pupils need to be able to write, speak and read Standard English with fluency and accuracy. We aim to support children in becoming keen, enthusiastic and competent readers.

Speaking & Listening

Pupils' understanding of the spoken word and their capacity to express themselves is central across the whole curriculum. We recognise the importance of spoken language in pupils' development, as it underpins the development of reading and writing, and often forms the starting point for teachers when planning for progression in these areas.

Aims and objectives

For children to be able to:

- Build on oral skills (however limited) that have begun at home prior to children reaching school age;
- Develop a wide vocabulary, and use grammar correctly to construct sentences;
- Develop questioning skills when responding to speakers and texts;
- Interact purposefully with peers and adults;
- Express and justify opinions, using the conventions for discussion and debate;
- Listen attentively to each other and to adults in school;
- Work co-operatively in small and whole class groups with a variety of people, in different contexts;
- Participate in the artistic practice of drama;
- Improvise, devise and script drama for a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Phonics & Spelling

At Alford Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception (EYFS) and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Alford Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

(See Phonics and Early Reading Policy)

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and

obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will be further supported throughout Key Stage Two with a Little Wandle Letters and Sounds Revised phonics and/or a spelling intervention programme.

In KS2 we also follow the Sounds and Syllables primary spelling programme to teach the Statutory National Curriculum. The Sounds and Syllables spelling approach works with spellers of all abilities and it follows a five-step spelling sequence (see below). Because the sequence is simple to learn and apply, it is beneficial to children at the point of writing. From Year 3 to Year 6, each year group has an overview of spellings to teach (derived from the National Curriculum), which is broken down into weekly chunks. Spelling sessions are taught discretely.



Reading

Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation. As children gain the skill of decoding and begin to read fluently, the emphasis shifts to comprehension, in order to deepen pupils' understanding of a wide variety of texts.

In 2022, the whole school began using a consistent and uniform approach to the teaching of comprehension, through the use of the 'Reading Pathway' and the 'Pawsome Piggies'. All staff begin the year's English teaching with a unit of work that introduces the 'Pawsome Piggies', with the intention that they will be called upon through-out the year to build on the children's ability to fully access a variety of media, using the different comprehension skills that each piggy represents (as defined by the DfE reading domains).

The Core principles of the Reading Strategy are as follows:

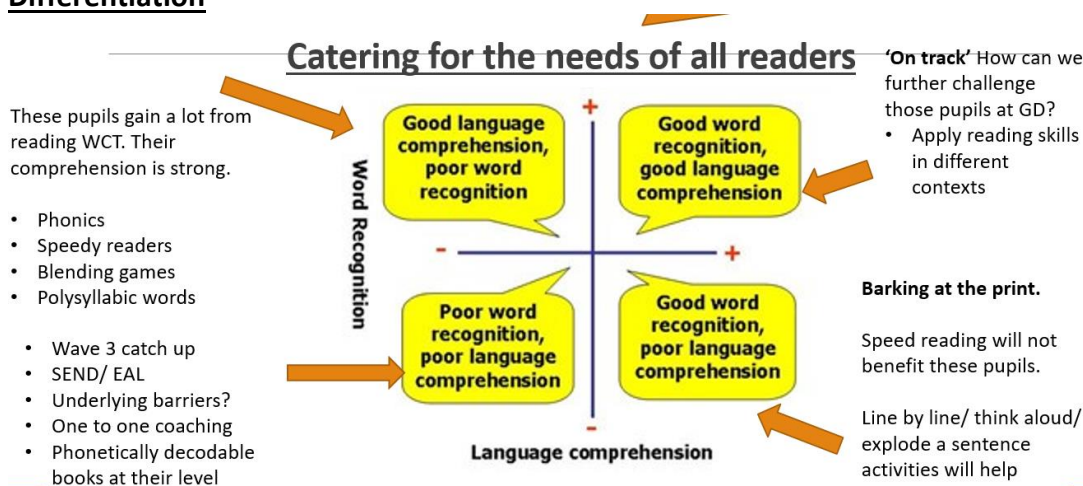
- A 30-40 minute whole class text reading session (20 minutes Y1 and in EYFS from Summer Term 2)
- Texts will generally last for one full term although non-fiction, poetry and play scripts are taught alongside this.
- All pupils are included in this lesson and are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension.
- Teachers will identify children who are not yet on track to meet ARE for their year group and will plan sessions IN ADDITION to develop their decoding and fluency.
- All year groups will have a reading response book. There should be approximately 3 pieces of written response per week. These may be independent, guided, formal or informal responses to reading. These books should reflect the pride and importance of reading. Pupils in Year 1 will build up to this expectation across the year.

- All reading sessions have a clear learning objective so that pupils understand the reading skills they are practising. The children's written responses should reflect the learning objective.
- All reading sessions will begin with some form of direct vocabulary instruction. Teachers will focus particularly on Tier 2 vocabulary although Tier 3 words will most certainly be clarified too. In Key Stage 1 this needs to be evidenced at least twice a week in the child's Reading Response book through written work/photographs etc any other vocabulary instruction can be captured on Working Walls. In Key Stage 2, it should be recorded in their Reading Response books on at least three occasions throughout the week. Any other vocabulary should be captured on Working Walls.
- Whenever possible teachers will focus on one domain/objective per week to allow progression of skills throughout the domain/objective
- Oracy structures are a key driver in reading sessions and is used to support children in forming well developed answers and opinions around reading.
- All reading sessions will draw upon strategies from Reading Reconsidered. See training slides and guidance on Sharepoint:

Teaching Sequence

Teachers will plan a sequence of lessons that are focused around a single objective/ skill of reading, and will incorporate a graduated release of dependence as the sequence progresses. This allows children by the end of the sequence to be able to answer questions independently and form opinions.

Differentiation



- All children should be included in the Whole Class Reading session input to allow them opportunity to be exposed to rich vocabulary and age related texts whilst involving them class discussions and reading of the text.

Whole class reading sessions should be planned carefully to ensure there is suitable and attainable challenge for all. One of the main strategies that the school uses to differentiate is through considering the 5 strands of cognitive demand (**see Appendix A**) These are used for test development purposes for both KS1 and KS2 end of term reading tests and support teachers in their planning of reading sessions.

- For less able children who struggle to access the text independently they should, at times through the week, be given independent work which reflects what they have been covering in their phonic interventions during the independent part of the Whole Class Reading session to give them opportunity to apply/consolidate skills acquired. Phonics activities, wherever possible, should be linked to the ideas in the core text.

- A focus group of children who may struggle with fluency and decoding could be given the opportunity to work on their fluency and decoding skills with an adult using a text that is more at their ability level during the independent part of the session. This should be evidenced in Reading Response books through use of photographs.
- Highlighting of key paragraphs may be highlighted to help guide children to where they can locate evidence for an answer to a question.
- More able children should be given opportunity to be exposed to more challenging questions either through increasing the cognitive demand of a question or being given the opportunity to complete a depth question.
- MAP can also be challenged through reapplying the skill to a more demanding extract as well as through questioning/ activity expectation.
- For ideas on what progression should like throughout each year group see **Appendix 2** for Reading Skills Progression document

The school employs various strategies to promote the love of reading. The 'Reading Pathway' ensures that all children from Year 1 through to Year 6 have their own copy of the high-quality, carefully selected story for each long term. Each day the children have a 'Reading Pathway' session that is linked to their text and the Pawsome Piggies (reading domains), where appropriate. During each long term, the children explore related non-fiction texts and poetry too.

| | Autumn | Spring | Summer |
|--------|---|--|---|
| EYFS | | | Icky Doo Dah  |
| Year 1 | Dogger  | Paddington  | Lighthouse Keepers Lunch  |
| Year 2 | The Tunnel  | The owl who is afraid of the dark  | George's Marvellous Medicine  |

| | | | |
|---------------|--|--|--|
| <p>Year 3</p> | <p>Iron man</p>  | <p>Charlotte's Web</p>  | <p>Charlie and the chocolate factory</p>  |
| <p>Year 4</p> | <p>Secrets of a Sun King</p>  | <p>Harry Potter</p>  | <p>Kensuke's Kingdom</p>  |
| <p>Year 5</p> | <p>Georges Secret Key to the Universe</p>  | <p>Street Child</p>  | <p>Journey to the River Sea</p>  |
| <p>Year 6</p> | <p>Who let the Gods Out</p>  | <p>Wolf Wilder</p>  | <p>Letters from the Lighthouse</p>  |

In addition to this, each class has a basket of 'TOP 30 Reads' for the children to take home to read for pleasure. Reading Ambassadors have been selected from Year 5 and 6 to help gain pupil voice on how to promote a love of reading across school, as well as to help plan special reading days. Every term, the whole school creates engaging reading displays around the school hall, which showcase the work produced by a class around their reading pathway book.

Aims and objectives

The school aims to:

- Provide all children with the necessary decoding skills / reading strategies to access texts;
- Become confident and fluent readers with a solid understanding of what they read;
- Read aloud, with expression and intonation, including reading as performance;
- Read with enthusiasm and develop a lifelong love of books;
- Access a range of genres, including narrative, poetry and non-fiction;
- Develop competency in using electronic media to access meaningful texts;
- Develop a critical appreciation of what they read;
- Develop their own imagination, inventiveness and critical awareness;
- Monitor and evaluate their own reading and reading experiences;
- Develop retrieval skills that allow them to effectively access a non-fiction text.

Developing a reading culture

At Alford Primary School, we strive to instil a love of books and reading to all of our pupils so that they excel not only in school, but are equipped with a life-long love of reading.

We have many ongoing initiatives throughout the school such as:

- Imaginative reading areas in every classroom with a wide range of well stocked, quality books.
- Break out spaces where children can go to read a book for pleasure.
- A variety of books available in each classroom to support current topics.
- 'Top 30 Reads' available for children to take home and enjoy.
- Dedicated 'Daily Story Time' across the School
- Author visits.
- Reading assemblies with teachers sharing their favourite book.
- Author of the Month celebrated throughout the School
- School library's in both KS1 and KS2 for pupils to relax and enjoy books.
- Visits to local library's in Foundation Stage.

Writing

Writing is an essential skill for children to learn in order to respond to their learning across the curriculum. We believe real life experiences, which encourage children to write independently for a purpose, are essential in developing the ability to communicate effectively through writing. It is a strength of the school that we provide writing opportunities within a rich, broad and purposeful curriculum.

Aims and objectives

For children to be able to:

- Enjoy writing and be competent in communication through writing;
- Write for a variety of purposes and audiences;
- Organise and structure their writing so that meaning and purpose are clear;
- Achieve age appropriate objectives as a foundation to be built upon at each stage;
- Take pride in the presentation of their written work;
- Use a variety of media effectively as part of their writing skill-base;
- Proof-read and edit their own writing to improve the quality of their written work.

Grammar & Punctuation

It is the aim of the school that children have a good grasp of grammar and punctuation skills, appropriate to their stage of education. Its main purpose is to support pupils' reading and writing, though in light of the increased importance placed upon this area in the 2014 NC, discreet lessons have also become necessary.

- In Key Stage 1, Grammar and Punctuation are taught through writing lessons, apart from in Year 2, during the build-up to SATs testing, when it is taught discretely.
- In Lower Key Stage 2, children receive regular focused P&G sessions.
- In Upper Key Stage 2, children receive regular focused P&G activities; to prepare for end of KS2 SATs testing, Year 6 receive more frequent sessions during the Spring Term.

Handwriting

Pupils in EYFS follow "Little Wandle Letters and Sounds Revised" to support correct letter formation. Pupils will use the formation phrases to learn the correct letter formation for each grapheme and will receive focused practice during discreet sessions throughout the week. Pupils will have opportunities to discuss the letters that represent the sounds they hear, e.g. at the beginning of their own names and other familiar words. Further opportunities will allow pupils to build on using the correct letter formation, when recording how sounds are represented by letters (graphemes). Pupils will be able to apply their own grapheme / phoneme knowledge to what they write in meaningful contexts.

In Year 1, children will continue to follow "Little Wandle Letters and Sounds Revised" to consolidate their learning around forming the letters / numbers correctly, using appropriate sizing, spacing and orientation. When writing is modelled – and for all phonics sessions - it will be using print, not joined. Regular handwriting sessions (in books) will give children opportunities to practise the four-letter family patterns and individual letters.

By the end of Year 2, a majority of children will begin to join their letters, following guidance in the Nelson handwriting scheme. Modelled writing will reflect this. When the children are ready, letters will be correctly modelled in handwriting sessions, using the joins taught. The process of joining letters will depend on the sequence of letters in a word, and will be taught using the two basic types of join: diagonal and horizontal.

During KS2, children will continue to consolidate these joins, using appropriate sizing, spacing and letter formation. Pupils practise in short sessions throughout the week, usually incorporating the Year 3&4 and Year 5&6 word lists from the NC English Appendix. Handwriting interventions may be carried out in a focused 1:1 or group session for children who are falling behind age-related expectations.

Teaching and Learning

We have a Mastery approach to the teaching of English, where all children are challenged to work towards a deeper understanding of the knowledge expected for their year group. We follow the NC requirements for each key stage, embedded in a broad and balanced curriculum unique to our school. We aim to inspire an appreciation of the variety of genres across both fiction and non-fiction, engaging children by using the full range of media through which it can be accessed.

Displays

All classrooms have an English display area (active learning boards, washing lines, etc), which may show the learning through a unit of work, key features of the text type, learning prompts, and displays of excellent work. Every class should have 'The Pawsome Piggies' displayed, along with the relevant supplementary material; this ensures consistency of approach to the teaching of comprehension throughout school.

Assessment

Children in the Foundation Stage are assessed in accordance with the EYFS curriculum.

During June, all Year 1 children take the statutory 'Phonics Screen'; any child who does not reach the expected standard will then re-take the phonics screen the following year. Children in Year 2 will be teacher assessed during the summer term, using the 2014 National Curriculum expectations for each of the attainment targets in English. In May, Year 6 children will also take the SATs (externally marked tests) in Reading and Spelling, Grammar & Punctuation (SPaG). Additionally in Year 6, pupils will be teacher assessed in June using the 2014 National Curriculum expectations for Writing.

In all year groups, Teacher Assessments will inform end of year predictions as to each child's attainment in Reading, Writing and SPaG; these will be made in December, March and June, supported by formal testing.

Marking and Feedback

Please refer to the Feedback Policy.

Monitoring and Evaluation

The curriculum leaders, alongside SLT, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, planning scrutiny, lesson observations, learning walks, pupil interviews, staff discussions, regular audit of resources and attendance at cluster meetings.

Review

The English policy will be reflected in our practice. The policy will be reviewed annually.

Agreement date of policy

This policy was developed by the English curriculum leader in November 2014 and updated in April 2023.

Appendix A

Cognitive Domains

The thinking skill and intellectual processes required to respond to texts in increasing 'depth'

Strand A – Accessibility of the target information –Where can the information be found?

Strand B – Complexity of the target information –What is the language of the text like?

Strand C – Task Specific Complexity –How much work is needed to answer the question?

Strand D– Response strategy –How easy is it to organise and present the answer?

Strand E – Technical knowledge required –How complex is the language of the question and/or the knowledge to answer it?

The KS1 Reading Content Domains

- The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

| Content domain reference | |
|--------------------------|---|
| 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 |

The KS2 Reading Content Domains

| Content domain reference | |
|--------------------------|---|
| 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 |

- Teachers may reference the domains or skills in their daily teaching to support pupils' understanding of these important skills for reading.
- **Whilst the Content Domains are based on the National Curriculum they do not represent the national curriculum programme of study for reading at KS1 KS2 in its entirety, and therefore it is essential that teachers still plan their lessons using the national curriculum.**

Appendix B
Reading skills Progression

| | Word Reading | Fluency | Comprehension | | | | | |
|--------|--|--|--|--|---|---|--|---|
| | | | 1a | 1b | 1c | 1d | 1e | Other core skills |
| Year 1 | <p>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p> <p>Read at least 90% of Year 1 common exception words</p> <p>Read words containing contractions e.g. we'll, I'm, she's</p> | <p>Read books at at least Orange level with at least 95% accuracy.</p> <p>Read aloud many words accurately without overt sounding and blending</p> <p>Check the text makes sense to them as they read (for example recognising when they are not making sense and correcting inaccuracies or asking for clarification)</p> | <p>Match simple words to their meaning- can be in pictorial form.</p> <p>Suggest words to describe characters' appearance and feelings.</p> | <p>Answer simple questions about what they have read in both fiction and non-fiction such as who, what, where, when etc.</p> <p>Discuss the title and key events</p> <p>Decide if a statement is true or false.</p> | <p>Understand the concept of 'beginning, middle and end' of a fiction book</p> <p>Retell many familiar stories including traditional tales, using images to support.</p> <p>Sequence key events in the order in which they happened (1-3)</p> | <p>With a book that is familiar to them, begin to make simple inferences about characters based upon what has been said or done</p> | <p>Make simple verbal and pictorial predictions based on what they have read or has been read to them so far</p> | <p>Explain clearly what they understand about a text that they have read or one that has been read to them</p> |
| | Word Reading | Fluency | Comprehension | | | | | |
| | | | 1a | 1b | 1c | 1d | 1e | Other core skills |
| Year 2 | <p>Read accurately words of two or more syllables</p> <p>Apply phonic knowledge and skills as the main route to decoding unfamiliar words.</p> <p>Read most words containing common suffixes</p> | <p>Read books at at least Gold level with at least 95% accuracy.</p> <p>https://youtu.be/-v3XOsTF33Y</p> <p>Read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text (at approximately 90</p> | <p>Discuss and clarify the meaning of new words</p> <p>Discuss their favourite words and phrases. Circle words that have the same meaning</p> <p>Suggest Tier 2 synonyms for common words e.g. spint instead of run.</p> | <p>Retrieve simple information from fiction and non-fiction such as who, where, when, what, how, why etc.</p> <p>Give two examples/ ways/ things / places etc.</p> <p>Decide if a range of statements are true or false.</p> | <p>Explain what has happened so far in what they have read.</p> <p>Discuss the sequence of events and how they are related.</p> <p>Retell a wider range of stories including fairy stories</p> <p>Sequence key</p> | <p>Make some simple, accurate inferences about characters based upon what has been said and done.</p> <p>Ask their own questions of characters and predict what their answers may be.</p> | <p>Make simple predictions based on what they have read so far</p> | <p>Check that the text makes sense to them, correcting any inaccurate reading.</p> <p>Understand that non-fiction texts can be presented in many different ways.</p> <p>Build up their repertoire of poems learnt by heart by reciting these regularly.</p> |

| | | | | | | | | | | | |
|---------------|--|--|---|---|---|---|---|---|---|--|---|
| | Read at least 90% of common exception words | words per minute) Sound out most unfamiliar words accurately. | | | events in the order in which they happened (1-4) 1c | | | | | | |
| | Word Reading | Fluency | Comprehension | | | | | | | | |
| | | | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h | Other core skills |
| Year 3 | <p>Read most polysyllabic words found in age appropriate texts.</p> <p>Read words that contain common prefixes and suffixes</p> <p>Apply phonics skills previously taught as the main route to tackle new & unfamiliar vocabulary.</p> | <p>Read books at brown level or above with at least 95% accuracy.</p> <p>Read accurately and fluently, a range of age related texts, which include unfamiliar words.</p> | <p>Understand how common prefixes and suffixes change the meaning of the root word</p> <p>Offer a range of words which are similar in meaning to...</p> | <p>Retrieve and record information from fiction and non-fiction texts with paragraph or section locators.</p> <p>Decide if a range of statements are true or false and begin to explain reasoning</p> | <p>Identify and summarise the main idea from one paragraph.</p> <p>Sequence events in the order in which they happened (1-5)</p> <p>Retell some favourite myths and legends orally.</p> | <p>Make accurate inferences about characters feelings, thoughts and motives using evidence from the text.</p> <p>Can offer a range of feelings and emotions to describe how a character may be feeling.</p> <p>Can suggest what a character may be thinking.</p> <p>Ask questions to improve their understanding of the text.</p> | <p>Make sensible predictions about what is <u>likely</u> to happen referring to details in the text</p> | <p>Identify some conventions of different types of texts e.g. greetings in a letter, sub headings and diagrams etc.</p> <p>Identify the main theme or idea of texts</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> | <p>Identify the language the author uses to create effects</p> <p>Explain what a particular word/ phrase suggests</p> <p>Understand the meaning of simple and common English Idioms</p> | <p>Can explain in what way some character and settings are similar or different</p> <p>Can explain the similarities and differences between two extracts giving the same information</p> | <p>using dictionaries to check the meaning of words that they have read</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> |
| | Word Reading | Fluency | Comprehension | | | | | | | | |
| | | | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h | Other core skills |
| Year 4 | Read polysyllabic words found in | Read books at grey level or above with at least | Apply their knowledge of prefixes/suffixe | Retrieve and record information | Identify and summarise the main ideas | Make accurate inferences, drawing upon | Make sensible predictions about what is | Identify how structure and presentation | Comment on the choice of | Can explain in what way some | using dictionaries to check |

| | | | | | | | | | | | |
|--------|---|---|---|--|--|---|---|---|--|--|---|
| | <p>age appropriate texts.</p> <p>Read passages of longer texts mostly accurately and fluently and for more sustained periods.</p> | <p>95% accuracy.</p> <p>Read accurately and fluently, a range of age related texts which include unfamiliar words</p> | <p>s to understand and explain the meaning of new words</p> <p>Offer another word which is closest in meaning to...</p> | <p>from both fiction and non-fiction with paragraph or section locators.</p> <p>Decide if a range of statements are true or false and justify decisions with evidence from the text.</p> | <p>across more than one paragraph</p> <p>Sequence events in the order in which they happened across more than one paragraph (1-5)</p> <p>Retell some favourite myths and legends orally.</p> | <p>relevant evidence from the text to support their ideas e.g. Feelings, thoughts and motives</p> <p>Can offer a range of feelings and emotions to describe how a character may be feeling.</p> <p>Can suggest what a character may be thinking.</p> <p>Ask questions to improve their understanding of the text.</p> | <p>likely to happen referring to key details stated in the text and by drawing on their own background knowledge.</p> | <p>contribute to the meaning of a text i.e. diary in 1st person, nonsense poetry</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Identify recurring themes and ideas in a wider range of texts</p> <p>Begin to explain the authors' message.</p> | <p>language the author uses to engage the reader i.e. identify precise words chosen for effect</p> <p>Explain what a particular word/ phrase suggests</p> <p>Understand the meaning of a range of English Idioms</p> | <p>character and settings are similar or different.</p> <p>Can explain why one extract is more effective than another.</p> | <p>the meaning of words that they have read</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> |
| | Word Reading | Fluency | Comprehension | | | | | | | | |
| | | | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h | Other core skills |
| Year 5 | | <p>Read books at dark blue level or above with at least 95% accuracy.</p> <p>Read age</p> | <p>Demonstrate the ability to work out the meaning of new words using the context and the</p> | <p>Recognise the difference between fact and opinion</p> <p>Retrieve</p> | <p>Identify and summarise the main ideas across more than one paragraph using</p> | <p>Infer meaning from details stated and justify these with direct evidence from the text</p> | <p>Make sensible predictions about what is likely to happen from the details stated and</p> | <p>Can identify some grammatical and language features and evaluate how</p> | <p>Can identify some grammatical and language</p> | <p>Can make comparisons within and across texts i.e. comparing</p> | <p>recommended books that they have read to their peers,</p> |

| | | | | | | | | | | | |
|---------------|---------------------|--|---|--|--|---|--|---|---|---|--|
| | | <p>appropriate books with confidence and fluency including whole novels</p> <p>Read aloud with appropriate speed and intonation that shows understanding.</p> | <p>proficient use of a dictionary</p> <p>Demonstrate the ability to locate synonyms for a range of Tier 2 vocabulary in a lengthier text.</p> | <p>implicit information from fiction and non-fiction texts</p> <p>Retrieve information quickly and correctly even when the information is not indicated by a paragraph or section locator.</p> <p>Present information from non-fiction in writing or to an audience.</p> | <p>quotations as evidence</p> <p>Can sequence events from across a lengthier text</p> | <p>Can explain what impression they get of a person's character.</p> <p>Can explain what impressions they get of a particular place or atmosphere.</p> | <p>implied and justify these with evidence from the text and own background knowledge.</p> | <p>these have impact on the reader.</p> <p>Identify recurring themes and ideas in a wider range of texts</p> <p>Explain the authors' message.</p> | <p>features and evaluate how these have impact on the reader.</p> <p>What impression does this simile/ description give us about...</p> | <p>how characters change over time.</p> <p>Can give numerous similarities and differences about character and places.</p> | <p>giving reasons for their choices</p> <p>prepare 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</p> |
| | Word Reading | Fluency | | | | Comprehension | | | | | |
| | | | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h | Other core skills |
| Year 6 | | <p>Read age appropriate books with confidence and fluency including whole novels.</p> <p>https://www.youtube.com/watch?v=fU0jRe5cnMw</p> | <p>To work out the meaning of unfamiliar words using the context</p> <p>Demonstrate the ability to locate synonyms for a</p> | <p>Retrieve implicit information from Fiction and Non Fiction texts</p> <p>Recognise the difference between fact</p> | <p>Summarise main ideas, identifying key details and using quotations as evidence</p> <p>Can sequence events from across a</p> | <p>Can explain and discuss their understanding of what they have read drawing on inference and justifying these with specific and accurate evidence</p> | <p>Predict what is likely to happen from details stated and implied, justifying these with evidence from the text and own background</p> | <p>Can identify some grammatical and language features and evaluate how these have impact on the reader.</p> | <p>Evaluate how authors use language, including figurative language, considering the impact on the</p> | <p>Make comparisons within and across books e.g. how characters change over time</p> | <p>Recommend books that they have read to their peers, giving reasons for their choices</p> |

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| | | Read aloud with appropriate speed and intonation that shows understanding. | range of Tier 2 vocabulary in a lengthier text. | and opinion Retrieve information quickly and correctly even when the information is not indicated by a paragraph or section locator. Present information from non-fiction in writing or to an audience. | lengthier, more complex text (1-5) | Can explain what impressions they get of a person's character, supporting these with accurate evidence from the text. Can make inferences about the type of relationship between two characters, supporting this with evidence from the text (This may be paraphrased and not necessarily be a direct quote) Can explain what impressions they get of a particular place or atmosphere. | knowledge. | Identify recurring themes and ideas in a wider range of texts Explain the authors' message Explain how the author's thoughts and feelings about the content impacts on the way the piece is written. (Bias etc) | reader What 2 impressions does this give us about... | Can give numerous similarities and differences about character and places | Prepare 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 |
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