

# Holy Trinity Church of England Primary School

*To be the best we can be: for God, for others and for ourselves*



## English Policy B: Reading

Policy to be reviewed as necessary within 3 years

Subject leader: Mrs J Morrell

**Agreed by Governors**  
Spring 2021

**Due for Review**  
Spring 2024

## Vision

**At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.**

### **Christian Values**

**Love**

**Hope**

**Forgiveness**

**Trust**

**Peace**

**Reverence**

**Justice**

## Reading Intent Statement

At Holy Trinity we aim to develop a love of reading, as well as the ability to use their reading skills for a wide range of purposes. This is developed through the school's structured reading program which combines a variety of reading schemes with general fiction and non-fiction. All pupils are encouraged to read widely in order to widen their vocabulary and broaden their experiences, introducing them to the best that has been thought and said so that they appreciate human creativity and achievement. We have an agreed reading spine which has clearly planned opportunities for our children to read and experience a wide range of genres and which ensures that high quality literature is at the heart of all our English lessons. Through the development of our knowledge curriculum, we ensure that all foundation subjects have an explicit reading focus built into lessons.

Parents are encouraged to support their child's reading development by sharing reading time on a daily basis. In the Foundation Stage and across Key Stage 1 parents are encouraged to join their child in regular Stay and Read sessions.

From Reception we teach our pupils to read through the use of the Letters and Sounds (supplemented with Jolly Phonics) phonics programme, which also fits in with the Reading and Writing element in the Foundation Stage Profile. Our pupils receive daily high quality teaching of systematic phonics. The Letters and Sounds programme enables children to develop fluent word reading skills and have a good foundation in spelling and letter writing. At Holy Trinity, we have clear expectations of pupils'

phonics progress term-by-term from the Foundation Stage to Year 2 and in Reading from the Foundation Stage to Key Stage Two and this is clearly outlined in our English policy.

We implement targeted interventions to ensure that pupils who are not fluent readers and communicators by the end of Key Stage One are fully prepared to access reading opportunities across the balanced curriculum in Key Stage Two. This intervention continues in Key Stage Two and we rigorously track the bottom 20% of readers across the school in order to ensure that they make rapid progress. Children in the bottom 20% of readers are supported by specific intervention programmes as well as opportunities to read to teacher, teaching assistant or recruited volunteer at least three times a week in addition to guided reading opportunities.

All year groups in our school have a daily Guided Reading lesson, which takes place outside of the daily English lesson. Throughout the week, pupils develop different reading skills which we refer to as VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise) and they also read with their class teacher, teaching assistant or recruited volunteers who read with our pupils one to one. All pupils take home reading books each week (which are matched to their individual reading ability), which we ask them to read to their parents or carers. It is our expectation that pupils aim to read daily at home and should read at least five times a week. Children's home reading books are changed regularly. In Key Stage One, a reading record is used to ensure good communication between home and school. These are checked at least three times a week to ensure that children have a new book as required. In Key Stage Two, children have a home/school diary which is used to ensure good communication between home and school. These are also checked at least three times a week to ensure that children have a new book as required. Children are also encouraged to use the library at lunchtime and they are helped to change their books by the school librarians.

We have introduced the Accelerated Reader program which encourages pupils to read independently, at their own level and pace. Pupils are given their own realistic goals to achieve. They can also enjoy choosing and reading books that match their interests and abilities. (See **Holy Trinity Implementation Guide for Star Assessment and Accelerated Reader.**)

Last year we successfully completed a bid to Foyles which enabled us to create a beautiful whole school library. Children can access the library throughout the week and during lunchtimes. Year Six children act as Librarians and supervise the younger children when borrowing and returning books.

### **Organisation of Teaching**

The Reading curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so teachers and leaders know what we expect our pupils to achieve by the end of each topic, each year and each key stage. The teaching of Reading includes:

- Daily guided reading- this is taught in groups in the Early Years and Key Stage 1 and as a whole class in Key Stage 2 (See **Holy Trinity CE Primary School – The Teaching of Guided Reading**).
- Daily Phonics – this is taught in phase groups.
- Opportunities for reading for pleasure using a high quality class text. This should be timetabled at least three times a week for at least twenty minutes in all classes.

### **End of Key Stage expectations**

**By the end of KS1, our pupils will:**

**Reading:**

- read accurately most words of two or more syllables, those containing common suffixes and most common exception words
- 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 words
- sound out most unfamiliar words accurately, without undue hesitation
- check their reading makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences about what they have read
- explain what has happened so far in what they have read

**By the end of KS2, our pupils will:**

**Reading:**

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books

In Reception class, we teach our pupils to read through the use of the Letters and Sounds (supplemented with Jolly Phonics) phonics programme, which also fits in with the Reading and Writing element in the Early Years Foundation Stage curriculum. Further details of how the Early Years curriculum is organised can be found in our Early Years policy.

In Year 1 to 6, Reading is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum and this is recorded on the subject knowledge organisers. The school Reading Spine (see Appendix 1) outlines the agreed high quality texts that are used across the school. This is published on our school website.

To support the high quality knowledge rich teaching lessons, the school has purchased the School Improvement Liverpool English plans to ensure coverage and progression in all areas of English across the school (see Appendix 2). All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

### **Medium and Short Term Planning**

Our medium term plans, are from the School Improvement Liverpool English plans and link with the school reading spine. These give details of the genres taught and the quality texts which are used in each year group. These are kept on the staff planning drive and they are highlighted and dated regularly to show coverage. These plans define what we teach and ensure an appropriate balance and coverage across each year group.

Our short term plans for the teaching of English include the specific objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of differentiated activities, including support, where appropriate. These plans are kept on the school planning drive.

### **Teaching of Phonics**

From Reception we teach our pupils to read through the use of the Letters and Sounds (supplemented with Jolly Phonics) phonics programme, which also fits in with the Reading and Writing element in the Foundation Stage Profile. Our pupils receive daily high quality teaching of systematic phonics. The Letters and Sounds programme enables children to develop fluent word reading skills and have a good foundation in spelling and letter writing. At Holy Trinity, we have clear expectations of pupils' phonics progress term-by-term from the Foundation Stage to Year 2. (See appendix 3).

### **Teaching Time**

Reading is allocated the following time on our weekly timetables. Timetables are published on our website every half term.

Early Years Foundation Stage: guided/individual twenty minutes daily

Key Stage 1: guided reading twenty minutes daily (in addition to 1:1 reading time)

Key Stage 2: whole class guided reading half an hour daily (in addition to 1:1 reading time for bottom 20% of readers at least three times a week)

### **Phonics Teaching Time**

Early Years Foundation Stage: half an hour daily

Key Stage 1: half an hour daily

Year 1: half an hour daily

Year 2: half an hour daily until the children pass the phonic screen test)

### **The Teaching of Reading (Implementation)**

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Reading:

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and texts
- use of quality books and other sources of information, including books in our school library
- pupil discussion
- teacher modelling of reading
- focus on teaching new or unfamiliar vocabulary. This may involve quizzes or other games to help embed and extend vocabulary
- recording learning in written form in reading journals or other activities which encourage a response to a text
- listening to visitors invited to school, for example author visits.

### **The Teaching of Phonics (Implementation)**

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Phonics:

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and phonic texts
- use of quality phonic books and other sources of information, including books in our school library
- songs and games
- regular review of previous learning to enable pupils to remember key concepts.

### **Resources**

Teachers use the following schemes of work to support the teaching of Reading and Phonics:

- Guided reading, reading scheme, phonic books and Accelerated Reading books are kept in individual classrooms and the school library
- Jolly Phonics scheme
- Use of the local library. All classes are to visit the local library at least once a year.
- Staff have access to a wide variety of texts which are shared between a local cluster of schools which are available for loan

### **Recording Learning**

In Reading, pupils record their learning in the following ways:

- reading journals
- English books
- Books in other curriculum areas may also have reading activities as indicated on Knowledge Organisers.

### **Meeting the Needs of All Pupils**

All pupils are entitled to a broad and balanced curriculum that meets their needs. Reading is taught in class groups or as a whole class with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- extra phonic support and teaching
- extra 1:1 reading opportunities
- 1:1 reading intervention programmes

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth
- encourage children to read more challenging and a wider variety of texts

### **Homework**

All pupils take home reading books every day (which are matched to their individual reading ability). From Y2 – Y6 children take home a reading scheme book and an Accelerated Reading scheme book or library book of their own choice, which we ask them to read to their parents or carers. It is our expectation that pupils aim to read daily at home and should read at least five times a week.

Reading comprehension activities may be set at particular times throughout the year.

In Year 1, phonics homework may be set at particular times throughout the year.

### **High Quality Teaching and Subject Knowledge**

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching Reading in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching Reading

- mutual support and discussion with colleagues, including joint planning, team teaching and peer observations

In addition, the subject leader for Reading stays up to date with developments in the subject through leadership training, support from other subject leaders locally and within the LDST.

### **Assessment (Evaluating The Impact of Teaching)**

Teachers constantly assess how far their pupils understand the key concepts they are teaching throughout lessons, mainly through questioning and observation. Quizzes (?) and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

### **End of Term Assessments**

At the end of every term:

- teachers in Y1 and Y2 complete WPM assessments of all children half termly. This is done using an orange book band book in Y1 and a white band book in Y2. In Y3-Y6 this is done using the middle reading text of an NFER/SATS reading paper of the appropriate year group at the end of every term.
- teachers in Y1 and Y2 complete Common Exception Words checks half termly.
- teachers also evaluate the achievement of each child in their class in Reading using agreed Reading tests. These are either past SATS papers (Y2 and Y6) or NFER tests (Y1, Y3, Y4 and Y5). This is recorded on a school data base and helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap. Teachers are responsible for producing targeted teaching plans and Reading attainment and progress is monitored in the end of term Pupil Progress reviews and mid-term review meetings.

### **End of Year Assessments and Reporting To Parents**

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in Reading. A child's attainment in Reading is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts      working towards end of year expectations
- exs      meeting end of year expectations
- gds      meeting end of year expectations at greater depth.



In Reception class, Reading comes under the Reading and Writing element in the Early Years Foundation Stage curriculum area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

### **Monitoring and Evaluation**

The subject leader for Reading monitors teaching and learning regularly in accordance with the school's monitoring timetable. At set times during the year the subject leader evaluates the quality of teaching in Reading through:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school and across subjects, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for Reading is fully evaluated and published. In addition, the subject leader evaluates how far Reading is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors.

### **Role of Governors (from September 2020)**

Every aspect within the school improvement plan has an allocated pair or small group of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims.

## Appendix 1: School Reading Spine

<u>Class</u>	<u>Non-Fiction</u>	<u>Trad classic</u>	<u>Modern classic</u>	<u>Current author</u>	<u>Text from different culture</u>	<u>Author study</u>	<u>Poetry</u>	<u>Picture Book</u>
<b><u>Reception</u></b>	Big books linked to – snails, bubbles.  <b>Mini- beast Encyclopaedia</b>  Insects Mini-beasts Dinosaurs Under the sea	<b><u>The Gingerbread Man</u></b>  <b><u>Goldilocks</u></b>  <b><u>Three Billy Goats</u></b>  <b><u>Jack and the beanstalk</u></b>  <b><u>Three Little Pigs</u></b>  <b><u>The Little Red Hen</u></b>			<b><u>Handa's surprise-</u></b> Eileen Brown	Nick Sharratt	<b><u>The Magic Train Ride</u></b>  <b><u>Walking through the jungle</u></b>  And various nursery rhymes.  Dr. Seuss  <b><u>You choose</u></b> and <b><u>Don't put your finger in the Jelly,</u></b> <b><u>Nelly</u></b> Nick Sharratt	<b><u>Whatever Next</u></b> – Jill Murphy <b><u>Beegu-</u></b> Alexis Deacon <b><u>Stick Man</u></b> – Julia Donaldson <b><u>The Very Hungry Caterpillar</u></b> – Eric Carle <b><u>Dear Zoo-</u></b> Rod Campbell <b><u>Billy's Bucket</u></b> – Kes Gray <b><u>Aaargh! Spider!</u></b> – Lydia Monks <b><u>Six Dinner Sid</u></b> Inga Moore <b><u>Bear Hunt</u></b> Michael Rosen
<b><u>Year 1</u></b>	Plants Materials The Body Mammals	Fairy Tales from a range of authors <b><u>Little Red Riding Hood,</u></b>	<b><u>The Tiger Who Came Tea</u></b> Judith Kerr  <b><u>Elmer</u></b>	<b><u>Man on the Moon</u></b> – Simon Bartman <b><u>Mr. Pusskins</u></b> Sam Lloyd	<b><u>Handa's Hen-</u></b> Eileen Brown	Janet and Allan Ahlberg	Poems on- Seaside Senses Seasons	<b><u>Flotsam-</u></b> David Weisner  <b><u>The Tin Forest</u></b> Helen Ward

		<b><u>Three Little Pigs</u></b> <b><u>Rapunzel</u></b>	D McKee <b><u>Lollipop and Grandpa stories</u></b> – Penelope Harper	<b><u>The Tin Forest</u></b>				<b><u>Meerkat Mail-</u></b> Emily Gravett
<b><u>Year 2</u></b>	<b>Non- fiction books linked to:</b>  The Great fire of London  Arctic and Antarctic  Hedgehogs Materials Francis Drake & Queen Elizabeth-white band Pirates British Animals	<b><u>Little Red Riding Hood</u></b> <b><u>The Three Little Pigs</u></b> (including <b><u>The True Story</u></b> ... Jon Scieszka) <b><u>Hansel and Gretal</u></b>  <b><u>Day the Crayons Quit</u></b> Drew Daywait	<b><u>Charlie &amp; the chocolate factory-</u></b> Roald Dahl <b><u>Alfie</u></b> – Shirley Hughes	Antony Brown- <b><u>Gorilla,</u></b> <b><u>The Tunnel,</u></b> <b><u>Into the forest,</u></b> <b><u>Voices in the park,</u></b> <b><u>Silly Billy,</u></b> <b><u>Zoo,</u></b> <b><u>Willy the wimp,</u></b> <b><u>Willy the wizard,</u></b> <b><u>Hansel &amp; Gretal,</u></b> <b><u>Little Beauty</u></b>	<b><u>Anasi the spider,</u></b>  <b><u>Tinga Tales</u></b>	Colin McNaughton- <b><u>Pirate school,</u></b> <b><u>Jolly Roger,</u></b> <b><u>Little Treasure</u></b>  Also cover lots of texts by Antony Brown	<b><u>Owl and the Pussy Cat-</u></b> Edward Lear  <b><u>Sound Collector-</u></b> Roger McGough  <b><u>I am the seed that grew the tree</u></b> – poetry anthology Fiona Waters	<b><u>Into the forest</u></b> Antony Brown

<b><u>Class</u></b>	<b><u>Non-Fiction</u></b>	<b><u>Trad classic</u></b>	<b><u>Modern classic</u></b>	<b><u>Current author</u></b>	<b><u>Text from different culture</u></b>	<b><u>Author study</u></b>	<b><u>Poetry</u></b>	<b><u>Picture Book</u></b>
<b>Year 3</b>	<b><u>What's in the news?</u></b> - Louise spencer and Sue Palmer	<b><u>The Iron Man</u></b> —Ted Hughes	<b><u>The Owl Who was Afraid of the Dark-</u></b> Jill Tomlinson	<b><u>The Snail &amp; the Whale-</u></b> Julia Donaldson	<b><u>The girl and the fox -</u></b> Margaret Wild	Julia Donaldson	<b><u>The Magic Box-</u></b> Kit Wright  <b><u>On-line poem</u></b>	<b><u>The girl and the fox -</u></b> Margaret Wild

	<b><u>Roman Britain-</u></b> James Mason Romans Vikings Forces Plants Materials	<b><u>The Owl Tree</u></b> – Jenny Nimmo	<b><u>James and the giant peach-</u></b> Roahl Dahl  <b><u>The Snow Dragon -</u></b> Vivian French		<b><u>The escape from Pompeii</u></b> – Christina Balit  <b><u>In the beginning: Pandora’s Box</u></b> – Emma Clark		<b><u>Chocolate cake and Once –</u></b> Michael Rosen.	<b><u>Last Happy Endings</u></b> Carol Ann Duffy
<b>Year 4</b>	<b><u>The Tomb of Tutankhamen</u></b>  Sound Teeth Stone Age to Iron Age (Eyewitness Books)	<b><u>The lion, the witch and the wardrobe</u></b> C S Lewis	<b><u>The Butterfly Lion</u></b> – Michael Morpurgo	<b><u>The Fire maker’s Daughter-</u></b> Philip Pullman	<b><u>Egyptian Cinderella</u></b>	Jacqueline Wilson	<b><u>Online Poem</u></b>  <b><u>Poems for the Geography/ History Classroom</u></b> – See Beth/Nick	<b><u>Stone Age Boy</u></b>  <b><u>Voices in the dark</u></b> John Brownjohn
<b>Year 5</b>	<b><u>The encyclopaedia of Tudor medicine-</u></b> Literacy World  <b><u>The Traveller’s Guide to the Solar System-</u></b> Collins Big Cats  Tudors Victorians	Shakespeare- <b><u>The Tempest</u></b>  <b><u>Midsummer Night’s Dream</u></b>	<b><u>Boy in the striped pjs-</u></b> John Boyne  <b><u>Street Child-</u></b> Berlie Doherty  <b><u>The Hobbit</u></b> – JRR Tolkien	<b><u>Holes</u></b> – Louis Sachar	<b><u>Journey to Jo’burg –</u></b> Beverley Naidoo  <b><u>The Pearl Diver-</u></b> Julia Johnson	Robert Swindells- <b><u>Room 13</u></b>  <b><u>Just a bit of fun</u></b>	<b><u>Leisure Centre, Pleasure Centre-</u></b> John Rice <b><u>No Answer –</u></b> John Agard <b><u>The Sound Collector-</u></b> Roger McGough  <b><u>Matilda who told lies and was burned to</u></b>	<b><u>How to live forever-</u></b> Colin Thompson

	Space Materials Life Cycles						<u>death-</u> Hilaire Belloc	
<b>Year 6</b>	<b>Non-fiction books linked to:</b> Ancient Greeks The Rainforest Mayan Civilisation Human Body Light  <u>Animalium</u> Jenny Broom  <u>The Orchard book of Greek Myths</u> Geraldine McCaughrean	<u>Treasure Island</u> Robert Louis Stevenson	<u>Pig Heart Boy-</u> Malorie Blackman	<u>Who Let the Gods Out-</u> Maz Evans  <u>Hugo Cabret</u> Brian Selzwick	<u>Kensuke's Kingdom-</u> Michael Morpurgo  <u>The Great Kapok Tree-</u> Lynne Cherry	Michael Morpurgo	Use of different examples of personification poetry e.g. Pie Corbett  <u>The Highwayman-</u> Alfred Noyle  <u>Albert and the lion</u> Stanley Holloway  Spike Milligan Ted Hughes	<u>The man who walked between the towers –</u> Mordicai Gerstein  <u>The wolves in the walls-</u> Neil Gaiman

## Appendix 2: Genres covered in School Improvement Liverpool plans

### Year 1

<b>Autumn -</b> Labels and Captions Stories with familiar settings Recount Dictionary Skills Poetry - using the senses	<b>Spring-</b> Tradition and fairy tales Instructions Stories from a range of cultures Poetry- Pattern and rhyme	<b>Summer-</b> *Stories with a Fantasy Setting • Information texts • Recount - Fact and Fiction • Poetry - Poems on a Theme
<b><u>Year 2</u></b>		
<b>Autumn -</b> Instructions Information Texts Significant Authors / Narrative Poetry - Patterns on a Page	<b><u>Spring-</u></b> Significant Authors Traditional Stories Information Texts Explanations Poetry - Really Looking	<b>Summer-</b> Different Stories by the Same Author Non-Chronological Reports Poetry - Silly Stuff Stories with Familiar Setting • Revisit and Consolidation of any Genres
<b><u>Year 3</u></b>		
<b>Autumn -</b> Stories with Familiar Settings Reports Myths Poetry - Poems to Perform	<b><u>Spring -</u></b> Mystery Instruction Adventure Stories Poetry - Shape Poetry and Calligrams	<b>Summer -</b> *Dialogues and Plays • Information • Poetry - Language Play • Authors - this is a reading unit with several possible written outcomes
<b>Year 4</b>		
<b>Autumn -</b> Stories with historical setting	<b><u>Spring -</u></b> Stories from other cultures	<b>Summer-</b> *issues and dilemmas

newspapers Stories in imaginary worlds magazines	Explanation Information - advertisements Poetry - creating images	<ul style="list-style-type: none"> <li>• plays</li> <li>• formal persuasive texts</li> <li>• poetry - exploring form</li> </ul>
<b>Year 5</b>		
<b>Autumn -</b> Novels and Stories by Significant Children's Authors Legends Instruction Poetry - Poetic Style	<b>Spring-</b> Stories from Other Cultures Quality Whole Texts Older Literature Recounts Poetry - Classic / Narrative Poems	<b>Summer-</b> *Film Narrative <ul style="list-style-type: none"> <li>• Dramatic Conventions</li> <li>• Persuasive Writing - Emphasis on the Contrary Argument</li> <li>• Poetry - Choral and Performance</li> </ul>
<b>Year 6</b>		
<b>Autumn-</b> Diaries Journalistic Myths Legends Poetry - Imagery Unbalanced Argument	<b>Spring-</b> Balanced Arguments Letter Writing Formal / Impersonal Writing Non-chronological reports Flashbacks Time Slips	<b>Summer-</b> Biography Auto-Biography Play Scripts Action Stories Narrative

### Appendix 3: Expected progress in phonics

#### Reception-

**Autumn term-** phase 2 secure

**Spring term-** phase 3 secure

**Summer term** – phase 4 secure/beg of phase 5

**Half termly assessments to inform groups, targeted teaching and any intervention support required.**

**Year 1-**

**Autumn** - phase 4, then P5a

- phase 5b, then 5c

**Spring-** phase 5a and 5b

- phase 5c and targeted revision

**Summer-** Targeted revision moving onto 6

- phase 5c

**Half termly assessments to inform groups, targeted teaching and any intervention support required.**

**Year 2-**

**Autumn term-**

All Y2 access SPAG / Y2 Spelling Appendix which is an extension of Phase 6.

**Spring term-**

All Y2 access SPAG / Y2 Spelling Appendix which is an extension of Phase 6.

**Summer term-**

All Y2 access SPAG / Y2 Spelling Appendix which is an extension of Phase 6.

Once they have passed the screen, focus on sight reading of Y1 and Y2 words and securing reading of two (or more) syllable words.

Following the SPAG Test in May and QLA - plug the gaps and begin to pre teach for Y3. QLA used to inform next steps in teaching for Summer 2 in the intervention group.

**Half termly assessments to inform groups, targeted teaching and any intervention support required.**

**Year 3-**

Daily phonics for children who did not pass the screen or any new EAL arrivals, in order to ensure that they catch up quickly.

**Half termly assessments to inform groups, targeted teaching and any intervention support required.**



