

Reviewed: May 2023

Next Review: May 2026



St. Laurence C.E. Primary School
English Policy

Intent

At St Laurence's, we actively promote and model a love of reading across the school and expect high standards of oracy. This culture of reading has a direct impact upon the quality of writing that pupils produce: they are inspired and motivated to succeed.

Wisdom

Pupils are provided with the wisdom they need to succeed: key reading skills are mastered through direct teaching; grammar and punctuation is modelled and taught through a range of quality texts and spelling is taught through phonics from EYFS-Year 1 and through Pathways to Spell for the rest of the school.

Trust

We cultivate a sense of trust in the classroom, which gives all pupils a platform to express themselves. Be it a debate in Philosophy for Children or a poetry recital, all pupils know how to listen respectfully and offer constructive feedback.

Creativity

All pupils are exposed to a wide range of stimuli (e.g. quality texts; videos from literacy shed; drama and performance opportunities and art from around the world), which inspires the writing they produce. By ensuring that there are strong cross curricular link across the curriculum, pupils have a wealth of sources to draw upon in their independent writing.

Phonics and Early Reading

Intent

Phonics (Reading, Spelling and Writing)

At St Laurence's CE Primary School, we believe that all our children can become fluent readers and writers. We recognise the importance of reading to access the curriculum. To achieve this, we follow Bug Club, which is an approved systematic and synthetic programme. We start teaching phonics in Nursery/Reception and ensure that pupils build on their growing knowledge of phoneme, grapheme correspondence, mastering phonics to read, spell and write as they move through school.

Across the school, in all lessons, we model the application of the alphabetic code (segment words into the phonemes used and choose the appropriate graphemes). As a result, all our children are equipped to read and spell unfamiliar and ambitious vocabulary in all areas of the curriculum.

As a school, we have a strong focus on oracy for our children as we know and value the importance of speaking and listening.

Pupils are encouraged to express themselves by reading aloud and in public, which links to our whole school value of creativity. Through phonics and whole class teaching of reading, they have the necessary tools and wisdom to read

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what they want when they want and trust that through hard work and perseverance, they will progress with their reading over time.

Implementation

Foundations for Phonics in Nursery

We provide a balance of child led and adult led experiences for all children that meet the curriculum expectations for *Communication and Language* and *Literacy*. These include:

- Sharing high-quality stories and poems
- Learning a range of nursery rhymes and action rhymes
- Activities that develop focussed listening and attention, including oral blending
- Attention to high-quality language

This ensures Nursery children are well prepared to begin learning grapheme-phoneme correspondence and blending in Reception.

Daily Phonics Lessons in Reception and Year 1

We teach phonics for 25 minutes a day. On top of this, we plan child and adult initiated opportunities for oral blending throughout the day. We ensure progress by following Bug Club. This means:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy

Interventions

Any child who needs additional support and practice receive regular intervention delivered by a trained adult. These interventions match the structure of Bug Club lessons, using the same procedures, mantras and resources, but in smaller steps with more repetition.

We timetable phonics interventions for any child in school who is not fully fluent at reading or has not yet passed the phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use Bug Club assessments to identify the gaps in their phonic knowledge and fill them.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics interventions to address specific reading/writing gaps. These short, sharp, one to one interventions last at least 10 minutes and take place at least three times a week. Pupils are also given decodable, home reading books that match their current level of phonic attainment. The staff delivering these interventions have all had training on Bug Club and are supported by the phonics lead through regular training.

Teaching Early Reading

As well as daily phonics lessons, pupils take part in whole class, direct teaching of reading sessions, with a focus on developing key reading skills. This happens at least three times a week. In Year 1, quality texts are selected that have strong cross curricular links. In Year 2, Pathways to Read planning is used to select texts. Our KS1 reading skills, which are displayed in each class, are also represented with visual and kinaesthetic prompts linked to each aspect comprehension, (such as a telescope for prediction and a magnifying glass or inference). The skills are vocabulary, retrieval, inference, predicting and sequencing. Each reading session focusses on one skill to ensure that pupils do not suffer from cognitive overload. As well as teaching reading skills, our direct teaching of reading encourages a love of reading, a chance to apply decoding skills. For more information on our whole class approach to teaching reading, please see our reading policy.

Decodable books matched to appropriate phase; phase 6 etc.

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In early years, books are shared on a daily basis to the class as an opportunity to promote a love of reading; develop good listening skills; develop an understanding of scanning left to right; provide an opportunity to decode words; encourage prosody and give pupils an opportunity to develop early verbal comprehension skills. The texts used in these sessions come from a range of sources. Some are e-books from Bug Club, which are fully decodable and come with a range of interactive activities, whilst others may be quality texts that link closely to themes and topics being covered in class. We also regularly include poetry, rhymes and singing opportunities.

Home Reading

In EYFS and KS1, pupils are given phonetically decodable books to take home and read. These come from the Bug Club scheme of learning. We conduct half termly assessments of all the pupils to ensure that their book level is appropriate. Furthermore, all pupils are heard reading one to one routinely to ensure they are on the most appropriate level.

Each year, we invite parents to come in for “phonics workshops” and “reading with your child” workshops to upskill our parents.

Pupils in vulnerable groups, needing catch up, receive daily reading support and any other appropriate interventions.

Progress in Early Reading and Phonics

All staff have received appropriate training in reading and phonics to ensure that we all have the same expectations of progress. We all use the same language, resources and routines to manage pupils’ cognitive load.

SLT monitor reading and phonics through learning walks, scrutinising data and providing staff with feedback and holding discussions during key stage meetings. Pupils who are not making expected progress are flagged termly in our pupils not making expected progress proforma and support offered to ensure that these pupils are getting the right intervention to support their needs.

Ensuring Reading for Pleasure

Reading for pleasure is highly valued at St Laurence’s. We actively promote this in a variety of ways for our youngest readers:

- We read carefully selected books to pupils on a daily basis - some will link to the learning that is taking place in class whilst others selected for being a high quality, enjoyable text.
- In EYFS and KS1 pupils have access to a reading corner, where children have access to an ever changing selection of books.
- From Reception onwards pupils have a home reading record. This allows for a dialogue about a pupil’s reading progress between home and school.
- All classes have the opportunity to visit the local library.

Impact

Assessment is used to monitor progress and to identify any children needing additional support as soon as they need it. Assessment for learning is used daily in class to identify when pupils need immediate support and over time to identify when pupils need to secure fluency of specific GPCs, words and spellings. Summative assessment is used termly to assess progress and identify gaps in learning. For phonics, we use the Bug Club assessment materials. Results are also shared with SLT as part of our pupils not making expected progress meetings. When a new pupil starts, we use the Bug Club assessment materials to ensure we plan and provide the most appropriate support.

Statutory Assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing Assessment for Catch Up

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Children in Years 2-6 are assessed through teachers' ongoing formative assessments and with the Bug Club assessment resources in order to ensure those pupils, who need continued support with Phonics, are supported effectively.

Reading

Intent

At St Laurence's, we cultivate a love of reading by providing a rich diet of books for pupils to enjoy; ensure pupils have the skills they need to decode and understand a variety of different text types and encourage pupils to discuss and share the books that they read.

We follow a Mastery approach to Reading through the programme Pathways to Read. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Read approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. We also use Pathways to Write to drive our writing curriculum. This aligns with Pathways to Read ensuring meaningful links for our pupils with texts and topics that are used across English, Humanities and Science.

Implementation

Pathways to Read (PtR) provides planning from Years 2-6. In Year 1, pupils follow a similar, skills based, mastery approach to reading but choose their own quality texts that match the interests and abilities of the class. From Year 2 onwards, all classes have at least three, whole class reading lessons a week, following the planning from PtR. These are based around quality texts and are rich with cross curricular links. Each week, pupils are given the opportunity to develop and apply the following skills to the texts shared with class:

- **Meaning of Words:** Which words do I need to think about or research before I understand the meaning?
- **Retrieval:** Retrieval questions ask you to find your answers in the text.
- **Sequencing and Summarising:** What happened in what order? Can I describe what happened in as few words as possible?
- **Inference:** Inference questions ask you to look for clues in a text. You will need to justify your answers.
- **Prediction:** What could happen next? How do you know?
- **Structure and Organisation:** How is the text organised and how does it help the reader?
- **Language Choice:** How does the author's choice of vocabulary impact on the text?
- **Making Comparisons:** What are the similarities and differences between texts?

At the end of this document, you will find a skills progression document, which outlines how these skills are built upon year on year.

Home Reading

We use the Accelerated Reader programme to ensure that KS2 pupils have an appropriately challenging book to read at home and in school. Pupils are assessed half termly using the "Star Reader Quiz" to assess their appropriate book range and are allowed to choose freely from the school library within said range. Pupils have a reading diary, which is written in by staff, pupils and parents, to keep track of the books they have read and allow communication between home and school about reading. When a pupil has finished the reading book, they complete a comprehension quiz before returning it to the library. This is just one way we are able to assess pupil progress in reading. From EYFS-Year 2, pupils are assessed by trained staff who match pupils to the most appropriate book level for their current attainment in phonics.

Reading for Pleasure

At Saint Laurence's, we proactively share our love of reading as a community:

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- We have class novels that are read purely for pleasure (although they may have cross curricular links)
- We work with our local library and visit regularly
- We are subscribed to the School Library Service and supplement the books we have in school with topic boxes
- We have days, such as world book day, where we celebrate an author or books that we love in a purposeful way
- We run a reading buddy scheme where the older children listen to younger children read
- We take part in Shropshire Bookfest (every other year)
- We invite authors, illustrators and poets in to speak to pupils
- We have a team of librarians who champion reading in school

Impact

We monitor the impact of our Reading approach through:

- Termly NFER reading assessments
- Results from Accelerated Reader quizzes
- GL Assessments take place during Autumn 1 and Summer 2
- An optional Salford Reading assessment can be used to help triangulate pupils progress
- Learning walks and lesson observations
- SLT and Governors reading with pupils
- Using pupil voice to measure love of reading and reading fluency

Reading Across the Curriculum

At St Laurence's, we recognise the importance of reading as an essential skill for life – not just an aspect of English. We therefore ensure that in all subject areas, pupils recognise the impact reading has on their potential to succeed: each term, we order topic boxes from the school library service to ensure pupils have a good range of fiction and non-fiction that link to topics being covered - encouraging pupils to read for pleasure around a subject and build upon their knowledge; we use phonetic and syllabic decomposition to decode unfamiliar, subject-specific vocabulary - encouraging pupils to look at words in context to aid comprehension and celebrate the strong links between the texts we read with the learning that is happening. We also take every opportunity to apply the comprehension skills that are taught in discrete Reading lessons in all subject areas. As a result, as well as having a love of reading, pupils recognise that in order to succeed in life, they will need to read in life.

Inclusion

Our Reading curriculum is for all pupils and the expectation is that the principles of inclusion pertain. Where necessary, teachers will support children with SEN through differentiated activities and adult support from either the class teacher or TA.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SENCO. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

Writing

Intent

At St Laurence's, we want all our pupils to have a rounded knowledge of grammar and text types to ensure that they are able to record their learning and share their creativity with others effectively. We believe that quality texts work as extremely powerful stimuli for pupils. Furthermore, we know that pupils need to be able to speak their ideas before they record them and promote oracy through our English lessons.

Implementation

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To support the National Curriculum for English from Year 1 and the EYFS Development Matters, we follow a whole school mastery approach to writing through the programme, Pathways to Write. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. Pathways to Write ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway (4 lessons)

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

EYFS

Staff have received training on the new Early Years' Framework and the non-statutory Development Matters guidance. In line with this, our provision of English (Communication and Language; Literacy and Expressive Arts and

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Design) is delivered through a mix of different approaches: through play; by adults modelling; by observing each other and through guided learning and direct teaching. It is crucial for children to develop a life-long love of reading. With oracy at the heart of our curriculum, staff will ensure pupils are exposed to a wide range of high-quality texts and provide opportunities for discussion, drama and play. Elements of the PtW will be used to enrich our provision. Phonics is delivered daily and follows the same programme as KS1 to allow for a smooth transition. To ensure progress in mark making and writing, pupils will begin by developing their gross motor skills. They will be given regular opportunities to mark make in their forest school books. When pupils are ready, the expectation will be for all pupils to begin forming letters correctly, following the PenPals programme.

Impact

At the end of each unit of Pathways to Write, pupils produce an independent piece of writing. As a school, we have created assessment sheets, which takes key year group statements from the national curriculum, that enable us to measure attainment in writing, identify gaps in knowledge and track progress. These are similar in style to the externally produced assessment for writing sheets that are completed at the end of Year 2 and Year 6. Staff share their assessment with senior leaders and are able to identify pupils who may require further support – this is discussed in termly pupils not making expected progress meetings.

Spelling

Intent

At St Laurence's we believe that good spelling is an important skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers, they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies, we equip them with the independence to attempt spellings before asking for adult help. We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

Implementation

We follow a mastery approach to the teaching of spelling through the programme 'Pathways to Spell'. It is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling from Year 2 – Year 6. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to develop children as proficient spellers.

Each week, classes from Year 2 to Year 6 will have three spelling lessons, following the Pathways to Spell planning. These sessions follow the model: Review, Explain, Practise, Apply and Reflect. The content of these lessons are matched to the expectations of the National Curriculum.

Impact

Class teachers will regularly assess work in all books. Spelling work across a week will be completed in English books and monitored to assess progress. Pupils from Year 2 – Year 6 are encouraged to make edits and improvements to their work in class using purple pen. When a spelling error has been missed, staff will underline the error and pupils will be expected to correct this error in purple pen (see marking and assessment policy for more information). Pupils' exercise books can be used to assess overall spelling accuracy by teachers and SLT. To reinforce teacher judgments, pupils complete termly NFER spelling tests, which generate standardised scores. Weekly spelling test results can also be used to further support judgements on pupil spelling.

Home School Links

Children will be sent home spellings to learn that link to the spelling content in Pathways to Spell. We recognise that

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parents have an active part to play in all aspects of their children's learning. Once a week, pupils will be tested on these spellings in class.

Inclusion

We want all pupils to feel confident spelling. For those pupils still developing their phonetical understanding, targeted intervention will take place using Bug Club planning (See Early Reading and Phonics Policy for more information). Once pupils are confident using and applying phonics, staff work alongside the SENCO to produce tailored interventions based on the individual needs of the pupil.

Handwriting

Introduction

This handwriting policy is for staff, parents, carers, students and visitors. It is intended to provide a clear framework for a shared understanding of teaching handwriting and ensuring continuity across the school. Handwriting is the skill of fluid movement where memory holds the shapes because it has made them so often. This is why children need to be taught through demonstration, explanation and practice. The correct formation of letters needs to be automatic before children can move to learn a fluent, joined handwriting style.

Aims of the Penpals Handwriting Scheme

Formal handwriting skills will be taught regularly and systematically through the use of the Penpals Handwriting scheme (Cambridge University Press). This identifies five stages of progression and these form the basic organisation of the scheme:

1. Readiness for writing: gross and fine motor skills leading to letter formation (Foundation Stage-Nursery and Reception)
2. Beginning to join (KS1)
3. Securing joins (KS1/LKS2)
4. Practising speed and fluency (LKS2-UKS2)
5. Presentation skills (UKS2)

Opportunities for linking handwriting with early phonics and spelling work are fully exploited through the Penpals scheme.

Posture

Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

Pencil grip

Children should use a tripod grip. Children should be shown how to place their pencil on the table in front of them with it pointing towards their bodies and to then pick it up and allow the pencil to fall back into the tripod grip: "pinch and flick".

The Sassoon Font

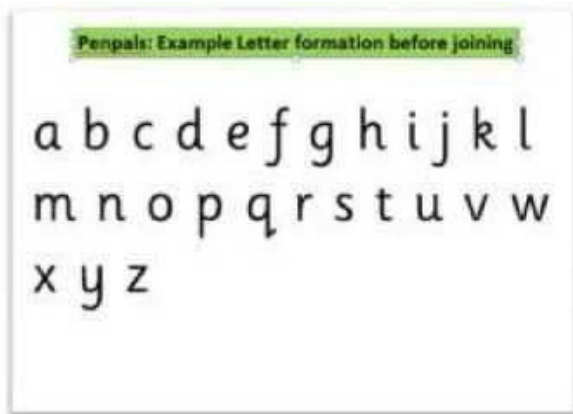
Penpals uses the Sassoon font. All classes will have the appropriate font (before or after joining) displayed in their classroom. It is cursive, but not fully cursive. This means it:

Does not start on the line with the lead in but the letters do have the exit flicks.

Capital letters stand alone and are not joined to the next letter.

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Handwriting teaching in the Early Years Foundation Stage

In the Foundation Stage children need to develop skills which will later enable them to acquire a legible, fluent and fast handwriting style. In nursery and reception children will develop:

- Gross and fine motor skills through sensory activities
- Recognition of pattern and language to talk about shapes and movement e.g. forming shapes and letters in sand/ shaving foam
- Shaping of patterns and basic letter movements
- A comfortable tripod pencil grip (between the thumb and forefinger with the pencil resting on the third finger) that allows for efficient control of the pencil
- Correct formation of all lower-case letters (taught through daily phonics and Penpals scheme)

Teaching Handwriting in Key Stage 1 and 2

The highest priority is given to teaching the correct letter formation before any attempt is made at joining. All pupils have at least two handwriting lesson per week with further 'short burst' opportunities to revisit and practise skills.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Teachers and support staff continue to guide children on correct letter formation using a comfortable tripod pencil grip that allows for efficient control. Through the Penpals scheme, children will begin to learn how to join letters in Year 1 and continue to practise this skill in Year 2.

Key Stage 2

Children will continue to have regular practice of handwriting, securing joins and developing speed and fluency. By the end of Year 6, pupils should have a clear, fluid handwriting style. Children will have the opportunity to use a handwriting pen from Year 5 upwards. Those pupils identified as being gifted at handwriting may progress onto using a fountain pen.

Assessment and Progress Over Time

On-going assessment in handwriting gives you the chance to spot errors or inconsistencies that are likely to impede a fast, fluent handwriting style.

For pupils in KS1, there is a beginning of year assessment (in Penpals teacher handbook) which assesses the previous year's work and gives an indication of what needs to be consolidated before beginning new work. Teachers in KS1 will use these at the start of the academic year.

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From Year 3 onwards, the final unit in each book can be used as the basis of a summative assessment. Teachers will make a summative assessment of pupils by answering these questions in relation to the end of year expectations for their year group:

- Are all letters formed correctly?
- Are letters consistently sized?
- Are the known joins used?
- Are the known joins used correctly?
- Are ascenders and descenders parallel?
- Are the spaces within and between words regular?
- Is good handwriting carried over into other areas of the curriculum?
- What are the next handwriting targets for this child?

Inclusion

Left handed pupils (approximately 10% of the population) are supported by being encouraged to:

- Turn their paper to the right rather than the left
- Sit on the left hand side of a right handed child so they have enough space
- Position their keep the wrist straight and their hand below the writing line

The vast majority of pupils are able to learn to write legibly and fluently. However, some pupils need more support. Children who are not yet ready to write are provided with a range of pre-writing activities (see Foundation 1 and Foundation 2 Penpals teacher handbooks). Further intervention may be arranged with specialist advice from the SENCo and other specialists such as occupational therapists, who may provide targeted support for individual children. Additional resources will be provided by the SENCO, where deemed necessary, such as sloping surfaces, special seat cushions and pencil grips.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum in English. The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives that are relevant to the subject. Regular reviews of action plans are sent to the governors each year and governors meet with subject leads and provide the link governor reports to the governing body annually.

Reading Skills Progression

Year 2

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Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none">• Listen to, discuss and express 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• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves• Recognise simple recurring literary language in stories and poetry• Draw on what they already know or on background information and vocabulary• Check that the text makes sense to them as they read and correct inaccurate reading• Recognise simple recurring literary language in stories and poetry• Predict what might happen on the basis of what has been read so far• Discuss and clarify the meaning of words, linking new meanings to known vocabulary• Discuss the sequence of events in books and how items of information are related• Answer and ask questions• Make inferences on the basis of what is being said and done• Discuss their favourite words and phrases• Introduce non-fiction books that are structured in different ways						

Reading Skills Progression

Year 2

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Year 3

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none">• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Read books that are structured in different ways and read for a range of purposes• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• Check that the text makes sense to them and discuss their understanding• Participate in discussion about books• Predict what might happen from details stated and implied• Explain meaning of words in context• Retrieve and record information• Use dictionaries to check the meaning of words that they have read• Identify themes and conventions in a wide range of books• Discuss words and phrases that capture the reader's interest and imagination• Ask questions to improve understanding• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence• Identify main ideas drawn from more than one paragraph and summarise• Identify how language, structure and presentation contribute to meaning• Retrieve and record information from non-fiction						

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Year 4

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none">• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Read books that are structured in different ways and read for a range of purposes• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• Check that the text makes sense to them and discuss their understanding• Participate in discussion about books• Predict what might happen from details stated and implied• Explain meaning of words in context• Retrieve and record information• Use dictionaries to check the meaning of words that they have read• Identify themes and conventions in a wide range of books• Discuss words and phrases that capture the reader's interest and imagination• Ask questions to improve understanding• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence• Identify main ideas drawn from more than one paragraph and summarise• Identify how language, structure and presentation contribute to meaning• Retrieve and record information from non-fiction						

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Year 5

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none">• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Read books that are structured in different ways and read for a range of purposes• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• Participate in discussion about books• Explain and discuss understanding of reading• Provide reasoned justifications for views• Recommend books to peers• Predict what might happen from details stated and implied• Explore meaning of words in context• Retrieve, record and present information• Ask questions to improve understanding• Identify and discuss themes and conventions• Make comparisons within and across books• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence• Summarise main ideas from more than one paragraph, identifying key details• Identify how language, structure and presentation contribute to meaning• Evaluate authors' language choice, including figurative language• Distinguish between fact and opinion						

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Year 6

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<ul style="list-style-type: none">• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Read books that are structured in different ways and read for a range of purposes• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• Participate in discussion about books• Explain and discuss understanding of reading• Provide reasoned justifications for views• Recommend books to peers• Predict what might happen from details stated and implied• Explore meaning of words in context• Retrieve, record and present information• Ask questions to improve understanding• Identify and discuss themes and conventions• Make comparisons within and across books• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence• Summarise main ideas, identifying key details• Identify how language, structure and presentation contribute to meaning• Evaluate authors' language choice, including figurative language• Distinguish between fact and opinion						