



NORTHSIDE

Primary School

English Policy

Last review: February 2024
Ratified: March 2024
Review: March 2025

Rationale

We believe literacy is at the heart of all children's learning and, at Northside, we strive for excellence in English achievement. English is central to children's intellectual, emotional and social development as it enables them to communicate effectively through spoken and written word. We develop the children's abilities within a cross – curricular programme of reading, writing and the spoken word.

Key Principles

- To immerse the children in a vocabulary-rich learning environment.
- To model and develop the use of high-quality spoken and written word.
- To provide opportunities for children to access a range of text types and genres.
- To provide opportunities for pupils to demonstrate a developing imagination.
- To promote and develop a lifelong love of reading and writing.
- To teach a broad and balanced English curriculum across all subjects.

Northside Values

RESPECT – children are taught the value of books from an early age and the well-kept book corners, The Rhythm and Reading Room and displays of new materials encourage a love and respect of books. Children are taught to be responsible, maintain their reading records and care for the school library. Positive relationships, healthy attitudes and respect for all are key features of texts chosen and reflect key aspects of NORTHSIDE values.

PRIDE – the teaching of English at Northside promotes confidence in exploring texts. Purple Pen work (see Feedback Policy) enables children to produce work they are proud of, not just 'done it' work. Final pieces are showcased in each child's Best Book. High quality displays and learning environments celebrate pupils' successes and continued progress throughout the academic year.

INCLUSION – all nationalities and cultures are celebrated and shared through our carefully chosen texts. Parents are encouraged to join their child and celebrate their learning through workshops, open afternoons, Stay and Play, ESOL classes and curriculum days. Books are carefully chosen to ensure they reflect our diverse community including those read by children from the Reading Road Map.

CHALLENGE – in English lessons, children are given opportunities to select their own level of challenge and adaptive teaching activities are planned to ensure all children can access the learning as well as being appropriately challenged. Children are exposed to a wide range of engaging and high-quality fiction and non-fiction texts which are appropriate for their individual ability and enjoyment.

CREATIVITY – children explore characters, illustrations, settings and plots through role play, drama and art. Time is allocated to creative writing to develop a love of words.

RESILIENCE – resilience is promoted through extended writing and dedicated time for DEAR (drop everything and read) develops the children's concentration and stamina.

In Practice

Closing the Vocabulary Gap.

At Northside, we recognise the importance of language particularly as we are a multi-cultural school where 85% of the children speak English as an additional language. In order to close the vocabulary gap and ensure that our children achieve their full potential we provide a high quality vocabulary-rich environment. Northside staff scaffold this through:

- Word walls,
- Vocabulary books,
- Word of the Day,
- Whole class reading lessons focusing on vocabulary,
- Exploring subject-specific vocabulary at the beginning of each new topic/subject,
- Word detectives nominated for each lesson,
- Sharing key vocabulary with parents,
- Thesauruses and dictionaries are readily available in all classrooms,
- iPads are available for researching words and to translate where needed.

Spoken Language

Spoken language is the foundation of literacy and as such talk is celebrated, modelled and promoted. The school community are encouraged to express themselves, use effective communication skills and value all contributions. We understand that talk is pivotal in children's development across the whole curriculum and that this underpins reading and writing. Strong oracy skills are essential to enable the children to internalise language patterns and understand how language changes in different situations. Teachers model the use of Standard English masterfully, increasing children's repertoire of vocabulary and the sophistication of spoken English. Where children are multilingual we encourage the use of home languages alongside English in classrooms.

To encourage productive discussions we use the ABC method of questioning, Ask, Build and Challenge.

Children are given opportunities to use a range of spoken language:

- role play,
- drama,
- discussions,
- talk for writing,
- debates,
- Poetry Recitals,
- Speakers' Cup.

Reading

We believe, just as Dr Seuss, that

"The more that you **read**, the more things you will know.
The more that you learn the more places you'll go."

We achieve this through starting with Phonics (using the Systematic Synthetic Phonics- Little Wandle), developing to shared reading using books to support the children in learning the new sounds, progressing to Whole Class Reading lessons using high quality texts and achieving a love of reading through a broad range of genres for pleasure.

We use DERIC to teach the skills of comprehension through whole class daily reading lessons. Our Reading Curriculum has been developed to incorporate this model and the Reading Top Tens, for each class, match this.

DERIC stands for:

- **D**: Decoding words
- **E**: Explaining new vocabulary

- **R:** Retrieving information
- **I:** Interpreting information
- **C:** Choice (thinking about the choices made by the author/director/artist)

In class:

- All children should be in mixed-ability pairs, so as to allow for frequent, paired discussion.
- The whole class text (Terrific Text) should provide a clear challenge for all members of the class.
- Weaker readers could have copies to pre-read before the lesson.
- Adults model the good use of intonation, movement, volume and expression.
- Echo reading is used to model to the children and allow them to practise.
- Teachers use Echo Reading to identify the children who may need more support.
- Targeted and open-ended questioning should be used on the reading skill you are focusing on.
- When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support.
- All follow-up tasks should be carefully thought out so as to provide challenge for all children and support for those who need it.

At the end of each day, books are celebrated through dedicated story time of a minimum of 15 minutes, in all classes. The children enjoy a range of genres including a weekly poem.

Independent Reading

All children are catered for through appropriate texts, tightly linked to their ability.

- In Early Years, children read Harper Collins Phonics books (linked directly to the sounds learnt each week through the Little Wandle Programme) moving on to books organised into sets, within phases, when ready.
- Children in Years 1-6 follow the Reading Road Map programme which covers all genres using high-quality classics and recently released books. There are three levels of challenge for all genres.
- Drop Everything And Read (DEAR) is embedded across Key Stage Two, instilling the value and importance of independent reading, this happens straight after lunch time break wherever possible.
- Children and parents write comments in their Reading Records, daily. This is monitored by staff and texts are sent to remind parents of the necessity of regular reading.
- All classes visit the Rhythm and Reading room, regularly, and are allowed to borrow books which they choose.

Support in Reading

Children are identified in Pupil Progress meetings for targeted support. This could be part of a daily group with a Teaching Assistant or be on a 1:1 basis or with the Year 6 Reading Ambassadors. Across the school, paired reading takes place (once every two weeks) with the older children supporting the younger children.

Writing

We believe, just as C.S. Lewis said, that

‘You can make anything from writing.’

As such, children are given as many opportunities as possible to write across the curriculum as well as English lessons.

In class;

- All writing is based on a Terrific Text linked to the overarching topic.
- Children are exposed to a variety of genres and follow the sequence of writing e.g. explore features and grammatical structures, plan, write, edit and improve. This is culminated in a final piece for the child's best book.
- Teachers plan lessons from the Genre Overview to ensure coverage and engagement of different types of texts.
- Grammar is fully integrated into all English lessons where possible with a few skills being taught discretely.
- All children should have the opportunity to write independently to produce an extended piece of writing from the teaching sequence.
- All writing is for a specific audience in order to make it purposeful, where possible links are made to real-life writing opportunities.
- Teachers use The Top Ten Tips to ensure that writing is at the appropriate age- related expectations and to focus the next step of learning in any subject where writing is taking place.
- Post-it note targets are linked to the Writing Top Ten Tips that are suited to the ability of each child.
- Teachers demonstrate greater depth expectations including high-level vocabulary, accurate grammar and cursive handwriting whenever modelling any writing.
- Teachers model 'thinking aloud', editing and improving and making planned mistakes so that children are secure in knowing writing is an evolving process.

Support in writing

Where children are below age-related expectations, shared and guided writing is used. Talk for writing is used for children to discuss and contribute their ideas to piece of writing written as a group. EAL support is offered for new to English children in class and in small groups using visuals to reinforce understanding.

'There is something delicious about writing the first words of a story. You never quite know where they will take you.' Beatrix Potter

Spelling – See separate policy.

Handwriting – See separate policy.

Assessment and Monitoring

Summative assessments in reading and writing take place termly. Analysis of the results inform whole school action points as well as to inform future teaching. Moderation (including external) takes place at regular intervals across the academic year for all year groups. EY, Y2 and Y6 also take part in LA moderation workshops.

Lesson observations, learning walks and book discussions in English, take place at least termly to identify whole school training needs and/or individual support of teachers. Year group overviews are reviewed annually to ensure sequenced coverage of knowledge and skills for future learning.



Writing Top Nine

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

- | |
|---|
| 1) Say what your marks are. |
| 2) Draw circles and lines. |
| 3) Use one hand to write with. |
| 4) Show meaning with marks made. |
| 5) Use one finger on top and two underneath. |
| 6) Copy letters to write your name. |
| 7) Draw pictures to show ideas. |
| 8) Hear and say initial sounds to label work. |
| 9) Write letters for your names. |



Writing Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

1) Use one hand to write with.

2) Hold a pencil correctly.

3) Talk about the marks you have made.

4) Use phonic sounds to label work.

5) Write letters correctly.

6) Write captions and short sentences using phonics.

7) Write a sentence with a capital letter, finger spaces and full stops.

8) Write a sentence and read it out loud.

9) Use tricky words in your sentences.

10) Write on the line.

Writing Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Sit correctly at a table and hold a pencil.
	2) Use finger spaces between words.
	3) Use more formal words when needed (like mother).
	4) Use neat handwriting when writing capital and lower-case letters.
Punctuation	5) Use capital letters at the start of sentences. Use full stops at the end of sentences.
	6) Use capital letters for proper nouns and the I pronoun.
	7) Use exclamation marks and question marks in sentences.
Grammar	8) Use 'and' to join words and sentences (clauses).
	9) Use the simple present tense.
	10) Use the simple past tense.

Handwriting: form letters accurately. Use spaces between words.



Writing Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Use sentences with different forms: statements, questions, exclamations and commands.
	2) Use some features of standard English.
	3) Write a variety of texts for different audiences.
Punctuation	4) Use punctuation in sentences: <ul style="list-style-type: none"> • full stops and capital letters, • question marks and exclamation marks, • apostrophes for contracted forms, • apostrophes for possession.
Grammar	5) Use adjectives to describe nouns.
	6) Use adverbs to describe verbs.
	7) Use adverbials to suggest time and place.
	8) Use conjunctions (when, if, that, or and because) to join clauses and show subordination.
	9) Use conjunctions (or, but, so) to join clauses and show co-ordination.
	10) Use the present and past tense, including the progressive.

Handwriting: use lower case letters of the correct size. Use spaces between words. Start using some of the diagonal and horizontal strokes needed to join letters.



Writing Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Use a variety of high-quality vocabulary.
	2) Use paragraphs to organise ideas around a theme. Use subheadings where appropriate.
	3) Write to entertain, inform and persuade different audiences.
Punctuation	4) Use punctuation in writing: <ul style="list-style-type: none"> • full stops and capital letters, • question marks and exclamation marks, • commas for lists, • apostrophes for contracted forms, • speech punctuation • apostrophes for singular possession.
Grammar	5) Use powerful verbs.
	6) Use adverbs to describe verbs.
	7) Choose nouns and pronouns appropriately.
	8) Use <i>a</i> , <i>an</i> and <i>the</i> articles in noun phrases. Use adjectives to describe nouns.
	9) Use prepositions, conjunctions and adverbs to express time, cause and place. (FANBOYS and ISAWAWABUB)
	10) Use the correct past and present tenses including the progressive.

Handwriting: use diagonal and horizontal strokes to join letters and decide which ones are best to not join. Keep handwriting neat and consistent.



Writing Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Use a variety of sentence types for effect.
	2) Use paragraphs to organise ideas and link them to one another.
	3) Write in first and third person for a variety of purposes and audiences.
Punctuation	<p>4) Use punctuation in writing:</p> <ul style="list-style-type: none"> • full stops and capital letters, • question marks and exclamation marks, • commas for lists, • apostrophes for contracted forms, • speech punctuation • apostrophes for singular possession.
Grammar	5) Use complex and compound sentences.
	6) Choose and use the appropriate determiners for noun phrases.
	7) Choose and use nouns correctly. Use pronouns to avoid repetition.
	8) Use adjectives, adverbs, conjunctions and prepositions to express time, cause and place (including words and phrases).
	9) Use fronted adverbials followed by a comma.
	10) Use the correct tenses throughout a piece of writing, including present progressive and present perfect.

Handwriting: make sure lines of writing have enough space between them. Use a pen for joined writing when it is consistent and neat.



Writing Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Use paragraphs to organise ideas and join ideas.
	2) Use organisational devices to structure texts: <ul style="list-style-type: none"> • bullet points • sub-headings
	3) Use cohesive devices like adverbials, pronouns and prepositional phrases and conjunctions in a variety of genres for different audiences.
Punctuation	4) Use all punctuation from previous years: <ul style="list-style-type: none"> • full stops, capital letters, question and exclamation marks, • commas for lists and after fronted adverbials, • apostrophes for contracted forms and for the possessive-singular and plural, • use and punctuate direct speech And use: <ul style="list-style-type: none"> • commas to clarify meaning: to mark adverbials and relative clauses. • colons after a main clause, to open a list or to express a reason, • semi-colons to join two main clauses.
	5) Use brackets, dashes or commas to mark additional information in a sentence e.g Mrs. Longworth, who is the headteacher, likes everyone to use cursive handwriting.
Grammar	6) Use dashes for additional information you are adding to a main clause.
	7) Use fronted adverbials for frequency and manner.
	8) Use modal verbs or adverbs to indicate degrees of possibility.
	9) Use active and passive voice for effect.
	10) Use the correct tense, consistently, throughout all texts.

Handwriting: choose which shape of a letter to use and decide whether to join certain letters. Use handwriting pens for writing. Begin to use fountain pens for joined writing.



Writing Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Use organisational and presentational devices to structure a text: <ul style="list-style-type: none"> • paragraphs • underlining and italicising • use sub-headings (in a variety of texts).
	2) Write in different registers including the subjunctive form.
	3) Write to entertain, inform, persuade and discuss from different viewpoints that suit specific audiences.
Punctuation	4) Use all punctuation from previous years: <ul style="list-style-type: none"> • full stops and capital letters, • question and exclamation marks, • commas for lists and after fronted adverbials, • apostrophes for contracted forms and for the possessive-singular and plural, • use and punctuate direct speech, • commas to clarify meaning: to mark adverbials, vocatives, items in a list and relative clauses. • colons after a main clause, to open a list or to express a reason, • semi-colons to join two main clauses, • use brackets, dashes and commas to mark additional information and different subordinate clauses.
	5) Use hyphens to join two words to create compound adjectives (avoiding ambiguity).
Grammar	6) Use conjunctions, adverbs and prepositions to express time, cause, manner and effect.
	7) Use modal verbs to show likelihood, ability and permission.
	8) Use active and passive verbs/voice.
	9) Use a variety of sentence lengths and types for desired effect.
	10) Use the correct tense-consistently-throughout writing including changes in tense in specific texts.

Handwriting: develop your own style but always join appropriately, consistently and clearly. Choose the writing implement most suitable for the task.



Writing Top Nine (Nurs)

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

- | |
|---|
| 1) Say what your marks are. |
| 2) Draw circles and lines. |
| 3) Use one hand to write with. |
| 4) Show meaning with marks made. |
| 5) Use one finger on top and two underneath. |
| 6) Copy letters to write your name. |
| 7) Draw pictures to show ideas. |
| 8) Hear and say initial sounds to label work. |
| 9) Write letters for your names. |



Writing Top Ten (Rec)

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

1) Use one hand to write with.
2) Hold a pencil correctly.
3) Talk about the marks you have made.
4) Use phonic sounds to label work.
5) Write letters correctly.
6) Write captions and short sentences using phonics.
7) Write a sentence with a capital letter, finger spaces and full stops.
8) Write a sentence and read it out loud.
9) Use tricky words in your sentences.
10) Write on the line.



Writing Top Ten (GDS Year 1)

Composition	1) Write stories and recounts that follow a logical order and link events and ideas.
	2) Write narratives have a clear opening, middle and end.
	3) Write narratives using some key narrative language from stories you know.
	4) Start a narrative by describing a character, rather than writing about an event.
	5) Write more extended sentences experimenting with different conjunctions and ways of starting sentences-pronouns rather than nouns, adverbs etc.
	6) Write longer texts and keep the reader interested.
Punctuation	7) Use sentences that are accurately constructed with capital letters and the correct end punctuation to indicate statements, questions or exclamations.
Grammar and spelling	8) Find and use new vocabulary including correct nouns, adjectives and technical words as appropriate.
	9) Make good attempts at spelling new words using phonic knowledge.
	10) Spell common exception words from Year 1 and beyond-accurately.

Handwriting: Letters are formed correctly and oriented with ascenders and descenders with lower and capital letters evidence.



Writing Top Ten (GDS Year 2)

Composition	1) Write narratives that are clearly structured and have an ending which relates to the main character.
	2) Write non-narrative texts organised and laid out appropriately.
	3) Use a range of sentence starters-including adverbials which move events in a narrative.
	4) Try to use paragraphs and try to group related material.
Punctuation	5) Use accurate punctuation in most sentences: <ul style="list-style-type: none"> • full stops and capital letters, • question marks and exclamation marks, • apostrophes for contracted forms, • apostrophes for possession.
	6) Use dialogue with accurate punctuation.
Grammar, spelling and vocabulary	7) Use expanded noun phrases to add detail for effect and go beyond simple adding of adjectives.
	8) Choose more precise words with specific nouns and well-chosen adjectives (often drawn from your reading).
	9) Some literary devices used-similes, alliteration.
	10) Spell words, mostly accurately. Some errors may happen with more ambitious word choices.

Handwriting: Use diagonal and horizontal strokes needed to join some letters.



Writing Top Ten (GDS Year 3)

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Write narratives that are well structured and have a clear ending which directly relates to the beginning.
	2) Use paragraphs clearly and show difference between different events or information (indent for new paragraph).
	3) Choose the appropriate text type for your purpose (from those taught) and write for your reader, actively attempting to engage them.
	4) Choose appropriate style of writing for your purpose.
Punctuation	<p>5) Use punctuation in writing to ensure meaning is clear:</p> <ul style="list-style-type: none"> • full stops and capital letters, question marks and exclamation marks, • commas for lists, • apostrophes for contracted forms and for singular possession, • speech punctuation.
Grammar, spelling and vocabulary	6) Carefully and purposefully choose and use verbs and adverbs to add detail to events, settings and characters
	7) Carefully plan your writing and annotate it with precise word choices.
	8) Edit your writing; making changes to create greater impact on the reader: once for sense, once for punctuation and once for spelling and vocabulary.
	9) Use some techniques from an author you enjoy reading books by.
	10) Use ambitious words in your writing.

Handwriting: use diagonal and horizontal strokes to join letters and decide which ones are best to not join. Keep handwriting neat and consistent.



Writing Top Ten (GDS Year 4)

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Write using accurate formality in language-dependant on the purpose and audience.
	2) Use clear paragraphing and ideas developed and linked to guide the reader through the text.
	3) Choose who you are writing for and make choices about your writing so that they suit the audience.
Punctuation	4) Use punctuation in writing: <ul style="list-style-type: none"> • full stops and capital letters, • question marks and exclamation marks, • commas for lists, • apostrophes for contracted forms, • speech punctuation • apostrophes for singular possession.
Grammar, vocabulary and spelling	5) Use words that you have thought about and chosen carefully- use them to build a description, an event, tension or emotion.
	6) Use technical vocabulary, for purpose, in non-narrative writing.
	7) Choose vocabulary and structures for the purpose of your text and to engage and impact their identified reader.
	8) Use models from your reading to construct sentences and paragraphs.
	9) Use ideas that you have seen when reading.
	10) Edit your writing and check that links are being made with authors.

Handwriting: make sure lines of writing have enough space between them. Use a pen for joined writing when it is consistent and neat.



Writing Top Ten (GDS Year 5)

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Use paragraphs to clearly construct texts and help to guide the reader through the text.
	2) Use paragraphs which consistently open with topic sentences setting out the main idea which is then developed.
	3) Consistently use Standard English and level of formality appropriate for the register of the text.
	4) In all writing, the closing of a text refers to the opening.
	5) In narrative writing, the plot is structured and clearly signal changes in time, place and events.
	6) Write texts in different contexts across the curriculum with clear purpose and audience. Writing is clearly structured and organised according to the text type.
Punctuation	7) Use all punctuation to ensure meaning: <ul style="list-style-type: none"> • full stops, capital letters, question and exclamation marks, • commas for lists and after fronted adverbials, • apostrophes for contracted forms and for the possessive-singular and plural, • use and punctuate direct speech • commas to clarify meaning: to mark adverbials and relative clauses. • colons after a main clause, to open a list or to express a reason, • semi-colons to join two main clauses.
Grammar	8) Adapt sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects.
	9) Add detail by expanding noun phrases and sentence starters with effective word choices.
	10) Try to write hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.

Handwriting: choose which shape of a letter to use and decide whether to join certain letters. Use handwriting pens for writing. Begin to use fountain pens for joined writing.



Writing Top Ten (GDS Year 6)

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Composition	1) Use paragraphs which successfully guide the reader through the text and are shaped and developed to type.
	2) Structure writing is so that it is organised according to its context.
	3) Write to entertain, inform, persuade and discuss from different viewpoints that suit specific audiences.
	4) Write some shorter pieces that are well crafted for impact and longer pieces are sustained and consistent.
	5) Choose the purpose and the audience that you're writing for.
Punctuation	6) Use all punctuation to ensure clear meaning: <ul style="list-style-type: none"> • full stops and capital letters, • question and exclamation marks, • commas for lists and after fronted adverbials, • apostrophes for contracted forms and for the possessive-singular and plural, • use and punctuate direct speech, • commas to clarify meaning: to mark adverbials, vocatives, items in a list and relative clauses. • colons after a main clause, to open a list or to express a reason, • semi-colons to join two main clauses, • use brackets, dashes and commas to mark additional information and different subordinate clauses, • hyphens to join two words to create compound adjectives.
Grammar	7) Choose words that are precise and selected for the purpose and audience.
	8) Choose sentences appropriately (and are) controlled and a range of structures are used to create specific effects.
	9) Carefully choose and use literary devices used to clarify meaning.
	10) Show the individual 'voice' and style of your own, as a writer.

Handwriting: develop your own style but always join appropriately, consistently and clearly. Choose the writing implement most suitable for the task.



Reading Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Reading for Pleasure	1) Enjoy listening to songs and stories read to you by an adult.
Word Reading	2) Link sounds to letters, naming and sounding out letters of the alphabet.
Decoding	3) Read your own name.
Fluency	4) Sing songs and say rhymes.
Comprehension	5) Hold books the correct way and talk about new words.
Explain	6) Answer how and why questions about stories.
Discuss	7) Have favourite books and talk about them. Initiate choosing a book for an adult to read.
Retrieve	8) Find the main character in a story. Repeat words and phrases from familiar stories.
Inference-interpret and choice	9) Say some of the key parts of a story.
Inference-interpret and choice	10) Say what you think about an image.



Reading Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Reading for Pleasure	1) Choose one of your own reading books from the Reading Road Map including some non-fiction books.
Word Reading	2) Use your phonics from phases _ - _ when reading words. Use your phonics sounds to help decode new words until you can read them without having to.
Decoding	3) Read accurately by blending sounds in words that contain the graphemes taught so far. Read words with more than two syllables, accurately.
Fluency	4) Retell familiar stories and consider their characteristics. Recite some poems and rhymes.
Comprehension	5) Recognise a wide range of contemporary and classic poetry. Recognise simple recurring literary language in stories and poetry.
Explain	6) Understand the order of texts. Know that stories need to be read from beginning to end. Understand cause and effect in stories and non-fiction texts.
Discuss	7) Listen to and respond to contributions from others, thinking about different points of view. Explain your understanding of texts read, in class and group discussions.
Retrieve	8) Collect information from non-fiction (and fiction) texts by finding the relevant information and copying key words and phrases.
Inference-interpret and choice	9) Use the words read, ideas discussed and information you already know, to predict what might happen next.
Inference-interpret and choice	10) Find actions to show how characters feel or to tell us what they are doing.



Reading Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Reading for Pleasure	1) Choose your own Reading Road Map books. Choose different genres of books that are structured in different ways are for different purposes.
Word Reading	2) Know what root words are and how to read them with prefixes and suffixes. Prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-) Suffixes: 'less' and 'ly'.
Decoding	3) Make good attempts to decode unfamiliar words, using phonics sounds.
Fluency	4) Prepare poems and playscripts to read aloud and show you understand it by using intonation, tone, volume and action.
Comprehension	5) Identify how language, structure and presentation contribute to meaning. Evaluate how information is organised within non-fiction (subheadings, text boxes, contents and glossary pages, bullet points and diagrams).
Explain	6) Identify themes and conventions in a wide range of books: <ul style="list-style-type: none"> triumph of good over evil use of magical devices key features of folk tales.
Discuss	7) Make your own contributions in discussions, following agreed rules, to suggest ideas and respond to ideas from others about books you have read or listened to.
Retrieve	8) Be clear on what you are looking for, in a text, before you look for it. Decide whether to text is useful for you to get the information you want, before using it.
Inference-interpret and choice	9) Predict what might happen from what you have read so far. Use the Knowledge Organiser display and work in your English book to help you remember what has happened in the book so far and to revise new vocabulary.
Inference-interpret and choice	10) Use some text-marking to show where important parts of the text are. Show where characters' feelings and thoughts are a result of a motive and the other way round.



Reading Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Reading for Pleasure	1) Choose your own book from the Reading Road Map. Use DEAR time to enjoy reading a text you have chosen for yourself and change them to make sure you are reading texts for different purposes.
Word Reading	2) Read words with some prefixes and suffixes: Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti-' and 'inter-' Suffixes '-ing', '-en', '-er', 'ed', '-tion', '-sion', '-ssion', '-cian', '-ation'
Decoding	3) Try to read and match new words you read with familiar words. Read new words with confidence.
Fluency	4) Re-read and rehearse poems and plays for performance.
Comprehension	5) Recognise texts as specific genres and be able to retell some of them, orally (for example: different forms of poetry, Myths and Legends). Discuss features of explanatory texts including purpose, structure, language and presentational features.
Explain	6) Identify themes and conventions in a wide range of texts, such as: <ul style="list-style-type: none"> • the greeting in letters • a diary written in the first person • prepositional devices • headings and subheadings
Discuss	7) Discuss words and phrases that capture the reader's interest and imagination. Talk about how this helps you to identify the type of writing that it is.
Retrieve	8) Identify the main ideas from more than one paragraph. Navigate texts to find and copy information in print and on screen.
Inference-interpret and choice	9) Predict what might happen from details that have been stated and from details/descriptions that imply what might happen. Use previous actions to infer and predict.
Inference-interpret and choice	10) Find words/phrases that the author has chosen to use to suggest how a character is feeling. Use text-marking to identify where evidence may be.



Reading Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Reading for Pleasure	1) Choose your own reading book from the Reading Road Map and recommend some to others.
Word Reading	2) Explore new vocabulary using all letters to help with pronunciation.
Decoding	3) Read most words effortlessly and work out unfamiliar words with increasing automaticity.
Fluency	4) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, so that the meaning is clear to the audience.
Comprehension	5) Recognise themes in modern fiction and fiction from our heritage such as heroism and loss.
Explain	6) Identify how language, structure and presentation contribute to meaning but recognising features, such as: <ul style="list-style-type: none"> • use of first person in diaries and autobiographies • use of tenses in narratives • use of formal register in non-fiction texts.
Discuss	7) Participate in discussions, sharing your own ideas and asking questions about others', courteously. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Retrieve	8) Retrieve, record and present information from non-fiction. Summarise the main points from more than one paragraph by identifying the key details that support the main ideas.
Inference-interpret and choice	9) Locate clues to help support ideas and make predictions. Use clues to help suggest which literary devices may be used and what might happen.
Inference-interpret and choice	10) Draw inferences (such as characters' feelings, thoughts and motives) from evidence in the text. Compare characters, settings and themes in texts read.



Reading Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Reading for Pleasure	1) Choose your own reading book from the Reading Road Map and recommend your favourites to others, giving reasons for your choices.
Word Reading	2) Identify root words in books you are reading and using knowledge to read them accurately with their prefixes and suffixes. Use a dictionary. Understand new root words.
Decoding	3) Read words effortlessly, with automaticity and fluency. For new words, use all letters to ensure correct pronunciation.
Fluency	4) Read aloud (and learn by heart) from a variety of genres with accuracy. Use appropriate expression, intonation, smoothness and volume for the text and phrasing including reading different dialects.
Comprehension	5) Recognise themes in what they read and link them to other texts read. <ul style="list-style-type: none"> • friendship, family and emotions • diversity, inclusion, tolerance and challenges • morals, decisions, consent and cultural awareness
Explain	6) Use PEE to make a point, provide evidence and explain your reasoning when identifying how language, structure and presentation contribute to meaning.
Discuss	7) Discuss what you hear and read, such as metaphor, simile, analogy, imagery, style and effect.
Retrieve	8) Know what information they need to look for before they begin to read about a subject/visit a place of interest by using reference books, information leaflets, programmes and websites etc.
Inference- interpret and choice	9) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and using this to infer the character's personality.
Inference-interpret and choice	10) Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.