

Year Group Reading Expectations Breakdown



Language Comprehension

How do we develop talk and listening at Kells Lane?

Nursery	Morning meeting Floorbooks, daily reflections Plan Do Review Songs, rhyme and story time Reinforce listening skills - listening shell/stone Daily interactions during CI play Adult directed/led sessions Modelling sentence structures (echoing) Planned interactions Snack time
Reception	Planned circle time throughout the day - morning, before lunch, afternoon Phonics Songs, stories, rhyme Plan, do, review Sharing Tapestry from home Snack table talking prompts Adults supporting children during their play Planned, directed tasks Message board time Class meetings - weekly
Year 1	Circle time, Daily Rainbow review, Plan. do, review Daily story time Rainbow menu- challenges that include discussion (talking about local area using Google Maps) Weekly Class meeting for School Council Songs for maths and topic based learning Phonics- speaking for writing- 'hold a sentence Maths reasoning using A.P.E

<p>Year 2</p>	<p> Performance poetry Class meeting Rainbow review Maths Talk Mental Maths discussion Reading journal or Phonics Assemblies Break Small Group Register Any time during Rainbow afternoons Story time Maths reasoning </p>
<p>Year 3</p>	<p> Time to talk Reading Journal Sharing sentences in English PSHE Talking at playtime and the start of the day Project review Drama activities Class debate Assembly Small group work Class story time Kid safe PE evaluation </p>
<p>Year 4</p>	<p> Class debate, Class meeting, Assembly, PSHE lessons, Reading journal, Show and Tell, Relax Kids, Kidsafe, Poetry performance, </p>

	Now Press Play,
Year 5	<p>Class debate, Class meeting, Teacher reading aloud (pleasure read, English and Reading Journal), Time to Talk, Assembly, Kidsafe, Drama/conscience alley, Paired talk, Peer assessment/talk about work, Book Talk</p>
Year 6	<p>Class meeting Big Debate Time to talk Book talk Barnaby Bear During project Yard duty During registration Poetry Questioning during taught lessons Retell (across all subjects) Show and tell Small group time</p>

Phonics & Reading

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	Baseline	Ongoing daily formative assessments	Ongoing daily formative assessments	Ongoing daily formative assessments	Ongoing daily formative assessments	End of term RWI Set 1 sounds assessment End of term assessments
Individual reading in school	<p>Introduction of Parent and Child Reading Library</p> <p>Understands print has meaning</p> <p>Morning book sharing with friends and Reading Pets - book handling skills focus</p> <p>Name the different parts of a book</p> <p>Name and reinforce daily</p>	<p>Parent and Child Reading Library</p> <p>Trip to Low Fell Library</p> <p>Understands print has meaning</p> <p>Page sequencing</p> <p>Morning book sharing with friends and Reading Pets - book handling skills focus</p> <p>Name the different parts of a book</p> <p>Name and reinforce daily</p>	<p>Parent and Child Reading Library</p> <p>Understands print has meaning</p> <p>Page sequencing</p> <p>Morning book sharing with friends and Reading Pets - Reading illustrations focus</p> <p>Text reads left to right, top to bottom</p> <p>Model use of 'reading finger' during small group stories</p>	<p>Parent and Child Reading Library</p> <p>Name the different part of a book</p> <p>Morning book sharing with friends and Reading Pets - 'Can you show me...'</p> <p>Text reads left to right, top to bottom</p> <p>Model use of 'reading finger' during small group stories</p>	<p>Parent and Child Reading Library</p> <p>Understand the first 5 key concepts of print</p> <p>All 5 concepts to be reinforced daily</p> <p>Retelling and sharing stories</p>	<p>Parent and Child Reading Library</p> <p>Understand the first 5 key concepts of print</p> <p>All 5 concepts to be reinforced daily</p> <p>Child led storytime - sharing favourite books</p> <p>Weekly library visit</p> <p>Reading picnic</p>
Storytelling	<p>Introduce, discuss and explore concept of a character</p> <p>Introduction to Helicopter Stories</p> <p>Model storytelling through small</p>	<p>Explore and discuss characters</p> <p>Helicopter Stories (adult scribe)</p> <p>Model storytelling through small</p>	<p>Introduce, discuss and explore settings</p> <p>Helicopter Stories (adult scribe)</p> <p>Story spoons</p> <p>Story Stage</p>	<p>Explore and discuss settings</p> <p>Helicopter Stories (children begin to make marks to write their stories)</p> <p>Role play and small</p>	<p>Continue to discuss and explore characters and settings</p> <p>Introduce story problem.</p> <p>Helicopter Stories</p> <p>Role play and small world scenarios</p>	<p>Introduce Solution' - how will the problem be solved?</p> <p>Creating verbal stories with all 4 key elements</p> <p>Helicopter Stories</p> <p>Role play and small world scenarios</p> <p>Children to host storytime</p>

	world and role play scenarios	world and role play scenarios)	Story Circle <i>National Storytelling Week - 30th Jan</i>	world scenarios Story Map introduction <i>World Book Day 3rd March</i>	The Storyteller's Chair Story Map 'Mini book' writing and reading	with their favourite book Story Map Story Circles
Fiction Focus Texts (Highlighted texts to be learnt by heart)	Peace at Last (core book) Stanley's Stick <i>John Hegley</i> I'm Not a Stick <i>Antoinette Portis</i>	The Marvellous Moon Map <i>Teresa Heapley</i> Beegu - Alexis Deacon	Stick Man <i>Julia Donaldson</i> Lost and Found - <i>Oliver Jeffers</i>	Goldilocks and the Three Bears - Ladybird Version Dear Mother Goose - <i>Nick Sharrat</i>	The Tiny Seed - <i>Eric Carle</i> Jasper's Beanstalk - Mick Inkpen	The Hungry Caterpillar The Bad Tempered Ladybird <i>Eric Carle</i> Elmer - <i>David Mckee</i>
Non Fiction Focus Texts	Our Bodies Tree - Seasons Come, Seasons Go <i>Patricia Heggarty</i> Why Do Leaves Change Colour? <i>Rachel Griffiths</i> The Family Book - <i>Todd Parr</i> Feelings - <i>Louise Foreshaw</i>	Light and Dark Moon - <i>Britta Teckentrup</i> Space	Say Hello to the Snowy Animals Animals of the Polar regions books Why is it Cold Today? We are all Welcome- <i>Alexandra Penfold</i>	Maps - <i>Aleksandra Mizielinski</i>	British Trees, Leaves, Flowers and Seeds Growing and planting books It's okay to be Different - Todd Parr	Big Book of Bugs Big Book of Blooms <i>Yuval Zommer</i> Bees - <i>Britta Teckentrup</i> Be Who You Are - Todd Parr
Poetry Focus Text	Core Nursery Rhymes - The Usborne Big Book of Nursery Rhymes	Nursery Rhyme Challenge - Time for a Rhyme	Peepo - <i>Janet and Alan Alhberg</i>	Goldilocks - <i>Nick Sharratt</i> <i>Shirley Hughes</i> - Out and About	Mad About Minibeasts - <i>Giles Andreae</i>	Toddle Waddle - <i>Nick Sharratt</i>
Phonics Develop phonological awareness	Environmental Sounds Body percussion How to be a good	Environmental Sounds Body percussion How to be a good	Alliteration Rhyming Instrumental Sounds	Rhyming Alliteration Syllables Oral blending and	Rhyming Alliteration Syllables Voice Sounds	Rhyming Alliteration Syllables Voice Sounds

	listener	listener Instrumental Sounds		segmenting	Oral blending and segmenting Hearing and saying initial sounds - RWI Set 1	Oral blending and segmenting RWI Set 1 sounds
RWI Sounds				Print in the environment I Spy using RWI flashcards	Print in the environment I Spy using RWI flashcards	Know Set 1 single letter sounds (greater depth)
Accuracy Fred Talk				Robot blending and segmenting	Oral blending and segmenting - Introduction to Fred Hearing and saying initial sounds in words	Oral blending Blend with Speed sounds cards
Class reading (promoting reading for pleasure)	<p>Reading area accessible at all times</p> <p>Reading Library available for children and parents at Nursery entrance</p> <p>Books in all areas of the classroom with meaningful links, fiction/ non-fiction</p> <p>Class 'Must Reads' - in a special area of the classroom to promote story time twice a day 12.30- 12.45pm and 2.35 -2.50pm</p> <p>Story stones/spoons and puppets to be available in reading area</p> <p>Storytelling week in school- links with home</p> <p>Weekly library visit</p> <p>Books used as a hook for topics, to enhance subjects and as a starting point to encourage speaking and listening</p> <p>Favourite authors shared and explored</p> <p>Separate reading area in KS1 hall for small groups to access</p> <p>Books read based on children's interests</p> <p>Activities linking to well-loved texts as enhancements in continuous provision</p>					
Interventions/ specific support	<p>Phonics set 1 sounds displayed in each room Summer Term</p> <p>Phonics mats in writing area Spring Term RWI mats Summer Term</p> <p>Revisiting set 1, listening skills, sound discrimination</p>					

	<p>Opportunities in the environment, sound games, modelling skills, speaking & listening, instruments, familiar sounds, print rich environment</p> <p>Extra story time</p> <p>Extra phonics lessons based on a specific sound or blending</p> <p>1:1 and small group reading</p> <p>Helicopter Stories</p> <p>1:1 Together Talk Weekly Interventions (Jane Considine)</p> <p>Video as guidance for parents on Tapestry</p> <p>Child Led Storytelling Time</p>
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Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	Baseline on-entry phonics ½ term phonics Daily phonics assessment	½ term phonics Daily phonics assessment	½ term phonics Daily phonics assessment	½ term phonics Daily phonics assessment	½ term phonics Daily phonics assessment	½ term phonics Daily phonics assessment
RWI Decodable Phonics Book	Set 1 speed sounds	ditty	red	green	green/purple	purple
RWI Sounds	Read Set 1 single letter sounds	Read all Set 1 single letter sounds Know 6 Set 1 digraphs. Blend sounds into words orally.	Know 4 Set 2 digraphs. Read set 1 digraphs speedily. Know clusters.	Know 8 Set 2 digraphs. Read at least 4 Set 2 digraphs speedily. Read words with clusters speedily.	Know 12 Set 2 digraphs Read at least 8 Set 2 digraphs speedily Read words with clusters speedily	Know 18 digraphs (set 1 and set 2) Read sounds speedily

Accuracy Fred Talk	Oral blending Blend with Speed sounds cards	Phonic Green CVC words containing sounds they know (1.1-1.3)	Phonic Green CVC words containing digraphs (1.4-1.6) Nonsense words containing set 1 sounds Phonic Green words containing 4 sounds (1.7) Phonic Green words containing 5 sounds (1.7) (Words containing clusters eg, fr,st...)	Phonic Green words containing some set 2 sounds Nonsense words containing set 1 & some set 2 sounds Some 2 and 3 letter clusters (scr, str, spr...)	Phonic Green words containing set 2 sounds Nonsense words containing set 2 sounds 2 and 3 letter clusters (scr, str, spr...)	Phonic Green words containing set 2 sounds Nonsense words containing set 2 sounds 2 and 3 letter clusters (scr, str, spr...)
Number of speedy green words		'Fred in your head'- 22 words	'Fred in your head'- 34 words	'Fred in your head'- 34 words	'Fred in your head'- 41 words	'Fred in your head'- 45 words (PINK)
Early Learning Goals: Word Reading						Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Early Learning Goals: Comprehension						Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key

						<p>events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p>Class reading (promoting reading for pleasure)</p>	<p>Reading area accessible at all times</p> <p>Books in all areas of the classroom with meaningful links, fiction/ non-fiction</p> <p>BAME characters within the books shared as part of the schools reading curriculum</p> <p>Class 'Must Reads' - in a special area of the classroom to promote</p> <p>Story time daily</p> <p>Visit to Seven Stories</p> <p>Storytelling week in school- links with home</p> <p>Weekly library visit</p> <p>Books used as a hook for topics, to enhance subjects and as a starting point to encourage speaking and listening</p> <p>Favourite authors shared and explored</p> <p>Separate reading area in KS1 hall for small groups to access</p> <p>Books read based on children's interests</p> <p>Activities linking to well-loved texts as enhancements in continuous provision</p>					
<p>Interventions/ specific support</p>	<p>Phonics set 1 sounds displayed in each room</p> <p>Phonics mats in writing area</p> <p>Revisiting set 1, listening skills, sound discrimination</p> <p>Opportunities in the environment, sound games, modelling skills, speaking & listening, instruments, familiar sounds, print rich environment</p> <p>Extra story time</p> <p>Extra phonics lessons based on a specific sound or blending</p> <p>1:1 and small group reading</p> <p>Daily mile fred-talk/ flashcards</p> <p>Video as guidance for parents on Tapestry</p>					

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	½ term phonics assessment Daily phonics assessment	½ term phonics assessment Phonics screening check NOV Daily phonics assessment	½ term phonics assessment Daily phonics assessment	½ term phonics assessment Phonics screening check FEB Daily phonics assessment	½ term phonics assessment Phonics screening check APRIL Daily phonics assessment	½ term phonics assessment Phonics screening Daily phonics assessment
Individual reading in school	3 x weekly 1 with teacher Books changed on weekly Weekly library visit					
RWI Decodable Phonics Book	purple	pink	orange	yellow	yellow	blue
Number of speedy green words	'Fred in your head'- 45 words Read some set 2 sounds	'Fred in your head'- 55 words Read all set two sounds	'Fred in your head'- 58 words Read some set three sounds	'Fred in your head'- 58 words	'Fred in your head'- 60 words RWI assessment 70+ wpm Read all set 3 sounds	'Fred in your head'- 60 words RWI assessment 70/80+ wpm
Whole Class Reading Skills	Retelling stories, fairy stories and tales Predict what might happen based on what's been read Recognise and join in with predictable words and phrases Reciting poems and verse by heart Linking reading to own experiences Discussing word meanings Linking new words to own knowledge Drawing on own knowledge to understand					

	<p>Make inferences based on what is said or done</p> <p>Explaining clearly understanding of what has been read</p> <p>Listening & discussing a wide range of poems, stories & non-fiction</p> <p>Discussing titles and events in books</p> <p>Discuss features of key stories, fairy tales and tales</p> <p>Discuss what has been read</p>
<p>Class Novels (promoting reading for pleasure)</p>	<p>As shown on year group long term planning</p> <p>BAME characters within the books shared as part of the schools reading curriculum</p> <p>Separate reading area in KS1 hall for children to use freely</p> <p>Whole school book studied together as a school for two weeks in Dec</p> <p>Storytelling week in school- links with home</p> <p>Weekly library visit</p> <p>Some books read based on children's interests</p> <p>Class 'Must Reads' - in a special area of the classroom to promote</p> <p>Daily story time 14:50-15:05</p> <p>Book bus arrive in school all day</p> <p>Books used as a hook for topics or enhance subjects e.g. PHSE</p>
<p>Interventions/ specific support</p>	<p>Extra phonics lessons based on a specific sound or blending</p> <p>1:1 reading</p> <p>Flashcard sounds</p> <p>Twinkl letter formation apps</p> <p>CVC targeted work</p> <p>Extra story time with a teacher</p> <p>Lexia</p>

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	½ term phonics Daily phonics assessment	½ term phonics Phonics screening check Daily phonics assessment	½ term phonics Daily phonics assessment	½ term phonics Phonics screening check Daily phonics assessment	½ term phonics Daily phonics assessment	½ term phonics Phonics screening check Daily phonics assessment
STAR Scaled Score	177	187	197	207	217	227
Individual reading in school	3 x weekly 1 with teacher Class books changed weekly Weekly library visit					
RWI Decodable Phonics Book or individual reading book	Blue	Read Blue Storybooks with increasing fluency & comprehension	Grey	Read Grey Storybooks with increasing fluency & comprehension	Free reader- chapter books	Free reader- chapter books
Oral Reading Fluency	80 -100 wpm	85 wpm	90 wpm	95 wpm	100 wpm	100 wpm
Whole Class Reading Journal/ Hooked on Books approach	<p>KS1 Reading Rainbow used to support Book Talk x 5 sessions fortnightly (Book Talk split into 3 ten minute chunks) Children to articulate their 'reading brain' and use year group specific high utility words to explain their point</p> <p>Demonstration Comprehension- x 3 sessions fortnightly (Teachers to understand the dual nature of demonstration to be showing the articulation of the thinking in the writer's brain whilst crafting and constructing sentences.)</p> <p>Independent Comprehension x 2 sessions fortnightly</p> <p>Can read with fluidity? Can read with expression? Can decipher tricky words?</p>					

	<p>Can read with confidence? Can provide an oral comprehension answer?</p>
<p>Class Novels (promoting reading for pleasure)</p>	<p>As shown on year group long term planning Whole school book studied together as a school for two weeks in Dec BAME characters within the books shared as part of the schools reading curriculum Storytelling week in school- links with home Weekly library visit Some books read based on children's interests Class 'Must Reads' - in a special area of the classroom to promote Book bus arrive in school all day Books used as a hook for topics or enhance subjects e.g. PHSE</p>
<p>Interventions/ specific support</p>	<p>Extra phonics lessons based on a specific sound or blending 1:1 reading Flashcard sounds Twinkl letter formation apps CVC targeted work Twinkl 60 second reads Extra story time with a teacher Lexia</p>

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment scaled score	STAR reading 228	STAR reading 242	STAR reading 255	STAR reading 271	STAR reading 285	STAR reading 291
Individual reading in school	Daily reading across the curriculum Books changed as required Weekly library visit					
Individual reading book	Assessed on entry and provision as required (Catch up readers) Free Readers					
STAR Oral Reading Fluency		47		59		72
Whole Class Reading Journal/Hooked on Books approach	<p>KS2 Reading Rainbow used to support Book Talk x 5 sessions fortnightly (Book Talk split into 3 ten minute chunks) Children to articulate their 'reading brain' and use year group specific high utility words to explain their point</p> <p>Demonstration Comprehension- x 3 sessions fortnightly (Teachers to understand the dual nature of demonstration to be showing the articulation of the thinking in the writer's brain whilst crafting and constructing sentences.)</p> <p>Independent Comprehension x 2 sessions fortnightly</p> <p>Can read with fluidity? Can read with expression? Can decipher tricky words? Can read with confidence? Can provide an oral comprehension answer?</p>					

<p>Class Novels (promoting reading for pleasure)</p>	<p>As shown on year group long term planning Class 'Must Reads' - in a special area of the classroom to promote BAME characters within the books shared as part of the schools reading curriculum New library area with a wide range of books Whole school book studied together as a school for two weeks in Dec Librarians/teachers deliver reading assemblies Book bus arrive in school all day - some children to pick books for us to purchase Storytelling week in school- links with home Weekly library visit Some books read based on children's interests Reading Journal lessons daily Books used as a hook for topics or enhance subjects</p>
<p>Interventions/ specific support</p>	<p>Extra reading/story time Precision teaching Phonics support based on RWI set 2/set 3 Sight words/ HFW intervention Doodle spelling Separate reading books in the classroom to support fluency when reading independently Support when competing STAR test to ensure it is completed to the best of ability (not rushed) Lexia</p>

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment scaled score	STAR reading 292	STAR reading 323	STAR reading	STAR reading 360	STAR reading	STAR reading 370
Individual reading in school	Daily reading across the curriculum Books changed as required Weekly library visit					
Individual reading book	Assessed on entry and provision as required (KS1 phonic based book, low level Accelerated Reader books- mini library in classroom) Free Readers					
STAR Oral Reading Fluency		76		85		95
Whole Class Reading Journal/ Hooked on Books approach	<p>KS2 Reading Rainbow used to support Book Talk x 5 sessions fortnightly (Book Talk split into 3 ten minute chunks) Children to articulate their 'reading brain' and use year group specific high utility words to explain their point</p> <p>Demonstration Comprehension- x 3 sessions fortnightly (Teachers to understand the dual nature of demonstration to be showing the articulation of the thinking in the writer's brain whilst crafting and constructing sentences.)</p> <p>Independent Comprehension x 2 sessions fortnightly</p> <p>Can read with fluidity? Can read with expression? Can decipher tricky words? Can read with confidence? Can provide an oral comprehension answer?</p>					
Class Novels (promoting reading for pleasure)	<p>As shown on year group long term planning</p> <p>Class 'Must Reads' - in a special area of the classroom to promote BAME characters within the books shared as part of the schools reading curriculum</p> <p>New library area with a wide range of books</p> <p>Whole school book studied together as a school for two weeks in Dec</p> <p>Librarians/teachers deliver reading assemblies</p>					

	<p>Book bus arrive in school all day - some children to pick books for us to purchase</p> <p>Storytelling week in school- links with home</p> <p>Weekly library visit</p> <p>Some books read based on children's interests</p> <p>Reading Journal lessons daily</p> <p>Chn read new books from home and discuss with the class</p> <p>Books used as a hook for topics or enhance subjects</p>
Interventions/ specific support	<p>Daily precision teaching based on HFW</p> <p>Separate reading books in the classroom to support fluency when reading independently</p> <p>Separate weekly spellings based on phonics/HFW</p> <p>Support when completing STAR test to ensure it is completed to the best of ability (not rushed)</p> <p>Precision teaching to aid speed of reading- automaticity</p> <p>Extra reading/story time</p> <p>Lexia</p>

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment scaled score	STAR reading 371	STAR reading 424	STAR reading	STAR reading 455	STAR reading	STAR reading 463
Individual reading in school	Daily reading across the curriculum Books changed as required Weekly library visit					
Individual reading book	Assessed on entry and provision as required (phonic based book, low level/ high interest books) Free Readers					
STAR Oral Reading Fluency		98		105		111
Whole Class Reading Journal/ Hooked on Books approach	KS2 Reading Rainbow used to support Book Talk sessions (Book Talk split into 3 ten minute chunks) Independent Comprehension sessions Children to articulate their 'reading brain' and use year group specific high utility words to explain their point Can read with fluidity? Can read with expression? Can decipher tricky words? Can read with confidence? Can provide an oral comprehension answer?					
Class Novels (promoting reading for pleasure)	As shown on year group long term planning Class 'Must Reads' - in a special area of the classroom to promote New library area with a wide range of books Whole school book studied together as a school for two weeks in Dec Librarians/teachers deliver reading assemblies Book bus arrive in school all day - some children to pick books for us to purchase Storytelling week in school- links with home Weekly library visit					

	<p>Some books read based on children's interests</p> <p>Reading Journal lessons daily</p> <p>Books used as a hook for topics or enhance subjects</p> <p>BAME characters within the books shared as part of the schools reading curriculum</p>
Interventions/ specific support	<p>Extra reading/story time with a teacher</p> <p>Precision teaching based on HFW</p> <p>Phonics set 2 & set 3 recap if needed</p> <p>Various spelling patterns – no more than 4 sounds</p> <p>Boxing-in to help recognize the word formation</p> <p>Rereading/recapping over stories to aid comprehension</p> <p>Lexia</p>

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment scaled score	STAR reading 464	STAR reading 525	STAR reading	STAR reading 555	STAR reading	STAR reading 574 858- High score
Individual reading in school	Daily reading across the curriculum Books changed as required Fortnightly library visit					
Individual reading book	Assessed on entry and provision as required (low level/ high interest books) Free Readers / Must Reads					
Whole Class Reading Journal Daily/ Hooked on Books approach	KS2 Reading Rainbow used to support Book Talk sessions (Book Talk split into 3 ten minute chunks) Independent Comprehension sessions Children to articulate their 'reading brain' and use year group specific high utility words to explain their point Can read with fluidity? Can read with expression? Can decipher tricky words? Can read with confidence? Can provide an oral comprehension answer?					
Class Novels (promoting reading for pleasure)	As shown on year group long term planning Class 'Must Reads' - in a special area of the classroom to promote Library area with a wide range of books Class Reading Areas BAME characters within the books shared as part of the schools reading curriculum Whole school book studied together as a school Librarians/teachers deliver reading assemblies Storytelling week in school- links with home Fortnightly school library visit Y6 children as librarians Pleasure reading - books chosen by individual classes Books used as a hook for topics or enhance subjects Y6 librarians					

	<p>Dedicated display area to class readers English display around books used as hooks to English lessons SATs Boot Camp- reading comprehension tasks Doodle English / Doodle Spell Revision afternoons (Spring Term) Homework tasks (reading focus as and when appropriate) Use of past SAT reading papers as a reading tool</p>
Interventions/ specific support	<p>Rereading/recapping over stories to aid comprehension Extra reading time with a teacher Teacher monitor home books so they are relevant (books read to by the class teacher as part of a set to inspire children that are reluctant readers)- Diamond Brothers, Anthony Horowitz. Weekly revision afternoons with a carousel one, of which is reading-based (Spring Term) Lexia</p>