



Wembley  
Multi-Academy  
Trust

ACHIEVEMENT FOR ALL



## ENGLISH POLICY

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A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know (National Curriculum 2014).

At East Lane Primary School, pupils receive a broad and enriching experience in English through a curriculum that has been carefully designed to stimulate thinking and deepen knowledge. Through high quality teaching and well-planned lessons, we ensure that our pupils are equipped to confidently read and write with fluency. Our ultimate aim is for ELPS children to become confident and independent readers with high levels of enjoyment, understanding and comprehension.

East Lane Primary School also aims to:

1. Create an enriched learning environment so that all children are provided with the skills and strategies to read with confidence, fluency and understanding.
2. Provide all children with phonological understanding to read words accurately.
3. Establish a love of books where children choose to read for pleasure.
4. Inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.
5. Use a growing technical vocabulary with which to engage readers in their written work and in discussion.
6. Ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.
7. Develop critical appreciation of what they read.
8. Develop study skills so that the children can select appropriate fiction and non-fiction books from the library.
9. Encourage care and ownership of books.

This policy details our teaching approaches to:

- Early Reading and Phonics
- Vocabulary
- Reading
- Writing
- Spelling

## **Reading for Pleasure**

At ELPS, we expect our teachers to model reading to pupils and be role-models for reading. This expectation is not only during English lessons, but all other lessons too. Each Year Group studies whole class texts in English, which provide pupils with a range of genres to develop vocabulary breadth, exposure to grammatical structures and sentence variation, and experience of styles of writing adopted by each individual author. Teachers' enthusiasm for these texts promotes a love of reading and enjoyment for all students.

In addition to the above, each child from Reception to Year 6 is provided with a reading log which is found in the planner. Reading logs are used to record their reading at home where children are expected to read every day. Each reading entry is expected to have a parental comment or signature. Reading logs are signed and checked weekly by the English teacher, with motivational stickers being used to encourage daily reading at home, particularly in KS1. Non-readers will be followed up by either a note in the planner or in-person communication with parents. Non-readers who have not read every day for the week will receive a behaviour point and children who repeatedly fail to fill out their reading log will receive a letter or a phone call.

## Recommended Reading Lists

Lists of 50 carefully selected books have been created for each Year Group and are situated in the classroom library. Each set of books encompasses a range of genres: fiction, non-fiction and poetry. Children will be encouraged to take these books home weekly for their free choice library book. A list of these books will be displayed in each classroom to inspire pupils and promote a love of reading. Certificates will be awarded for children regularly reading and completing books from the recommended reading list: reading 5 books is a bronze award, 10 books is a silver award, 20 books is a gold award, 30 is a platinum award and 40 is our coveted Reading Champion award.

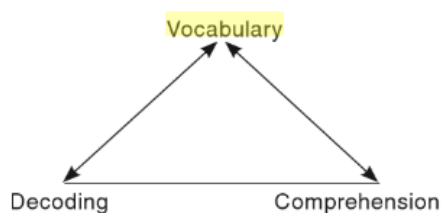
## Book Corners

Book corners must be kept tidy at all times, with books neatly presented on shelves. The book corner should be an inviting space, which works in promoting our love for reading at ELPS. Teachers will have high expectations of children and will ensure books are looked after and treated with the utmost respect at all times. A sign-out sheet will be kept in the book corner, so that removal of books can be kept track of. Teachers will be responsible for organising and monitoring this on a regular basis.

## Teaching Vocabulary

Pupils are exposed to a variety of texts that offer new and challenging words. The texts chosen provide pupils with a breadth of challenging words, which need to be explicitly taught by teachers. Children across KS1 and KS2 have vocabulary word walls visible in class. These vocabulary word walls provide pupils with the opportunity to have repeated exposure to prior words learnt. Any word selected as important in order to gain understanding of a text, is explained carefully by the teacher using student-friendly definitions. The word is written down for the child to see and is then put into sentences with different contexts to secure knowledge of the word. Teachers may also explore any common word families, synonyms or antonyms and also explore strategies to remember the word, e.g. mnemonics. Children are encouraged to use these words in their spoken English and in their writing activities.

Decoding, vocabulary and comprehension are intrinsically linked, which is why at ELPS we aim to fully equip our children with expert phonics teaching at the beginning of pupils' school journey.



At ELPS, it is vital that teachers understand the importance of pupils being able to decode, access a breadth of vocabulary and comprehend what they are reading in order to become confident readers with a passion for books.

## Whole Class Reading

Some element of reading is included in all lessons across ELPS, but whole class reading of a text particularly figures during English lessons. Each class from Reception to Year 6 has set class texts that are modelled by the teacher, with children expected to read allocated sections. Comprehension questions are asked when reading to ensure firm understanding and either written comprehension questions or discussion questions related to specific sections are completed by pupils. All comprehension questions are designed to replicate SATs style questions for the end of KS1 and KS2 and answers must be written in full sentences.

We also adopt '*Reading Time*' for the last period of each day. This special time allows a variety of books to be read to the children to support their development and love of reading for pleasure. Books are specifically selected by the English Lead in order to provide pupils with exposure to a literary range. A '*Reading Time*' display is in KS2 classes, which includes the titles and front covers of the upcoming books to be read during P6. In KS1, teachers select books from the library corner to read during '*Reading Time*'.

## **Assessment in Reading**

Reading is assessed at regular opportunities over the course of a year. Each Year group from Year 1 to 6 is assessed on reading and comprehension using standardised NFER assessments. The only year groups that differ are Year 2 and Year 6, as they are SATs Year Groups. Reception are assessed in a verbal manner, rather than a more formalised approach. All assessment results from assessment week are uploaded onto SIMS to be tracked and analysed for future targets.

As well as the above assessments taking place, Reception and Year 1 are also assessed half-termly in line with the Read Write Inc programme. Reading age tests and reading speed tests also take place regularly to track pupils' progress in reading, particularly with struggling readers. Our target for reading age at ELPS is chronological age +2 years and our targets for reading speed are as follows:

Year 1 – 80 words per minute  
Year 2 – 100 words per minute  
Year 3 – 120 words per minute  
Year 4 – 130 words per minute  
Year 5 – 140 words per minute  
Year 6 – 150 words per minute

## **Reading Books**

At ELPS, children in Reception and KS1 will receive a total of 2 books per week: 1 levelled RWI book (or a post-phonics levelled book for those who have completed the RWI programme) will be sent home each week, plus their chosen library book. In KS2, children who are struggling readers will also receive a post-phonics levelled book once a week in addition to their chosen library book. All other children will be identified as free readers. It is a school expectation that children read for at least 20 minutes a day, which will be recorded in reading logs. Reading logs (in the planner) must be signed by a parent or carer to acknowledge that the child has read.

## **1:1 Reading**

In Year 1 and 2, all children read 1:1 with an adult as much as possible. Children's 1:1 reading progress is tracked in the planner through stamping to acknowledge the child has been heard and a signature is included from the adult.

## **Reading in EYFS**

Reception children are read with 1:1 at least once a week on an appropriate levelled book from Read Write Inc. The book is carefully selected depending on the child's phonic level and word recognition. A reading intervention teacher also reads 1:1 with struggling readers several times a week. When reading with the intervention teacher, children are assessed using clear foci relating to Read Write Inc objectives. A child's reading level may be changed according to the weekly assessments made by the intervention teacher. All children in Reception also have a reading log and there is an expectation for parents to record their child's home reading every day.

## **Teaching Writing**

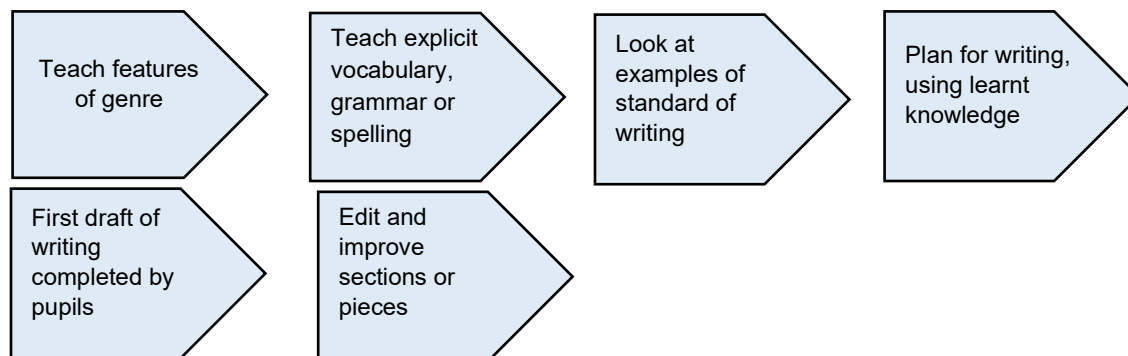
All Teachers plan together as a year group and each planning meeting is led by the English Lead. The English Lead will be ensuring standards remain high, objectives are taught clearly and that the teaching sequence is accurate with clear components.

Each writing lesson will include:

- A recap and review slide to consolidate prior knowledge, before building in new learning
- Key vocabulary that will be needed to deepen knowledge
- Clear learning intent with success criteria
- A main activity, with key elements appropriately modelled by the teacher
- Mini plenaries throughout the lesson to assess understanding and identify areas to revisit

Teaching sequences typically last between 1 and 3 weeks, depending on the genre and length of writing.

An example of a teaching sequence can be seen below:



## English Working Walls

All English working walls will aim to display the learning journey. They will have the current class text on display in the format of a laminated front cover. Key vocabulary will be displayed for children to rehearse and refer to at regular opportunities.

## Spelling

Children from Year 1 to 6 have set spelling lists in their planners to learn for weekly spelling tests. These are comprehensive word lists generated using National Curriculum expectations.

## Assessment in English

To develop learning, pupils will be continuously assessed in English using a variety of strategies including: observations, questioning and marking, in accordance with our school marking and feedback policy. All assessment is purposeful and is used to inform future planning and to identify gaps in knowledge. We judge the impact of our English teaching by:

- end of Key Stage assessments
- termly NFER assessments
- regular book scrutiny
- planning scrutiny and weekly English planning meetings held by Planning Leads
- lesson observations and evaluations of Reading, Writing and Spelling and Grammar
- pupil interviews
- learning walks

Marking follows the guidance set out in the Marking and Feedback Policy. It:

- is purposeful and effective; contributing to children's learning and progress through targeted development points
- corrects spellings in line with National Curriculum spelling lists and high-frequency words
- includes time to reflect on learning and to respond to any marking provided by the teacher
- may include opportunity for self-assessment, peer-assessment or verbal feedback

Reading is the gateway to all learning and wider experiences. The benefits of reading extend beyond the classroom and, at East Lane, we ensure our children's reading is prioritised through well-devised and well-implemented strategies. It is vital that the **culture** for reading, the **entitlement** every child has to be able to read and every child's **achievement** in reading is aligned to ensure reading accuracy, reading fluency and reading stamina is attained.

### Phonics at East Lane Primary

At East Lane, phonics is taught through a systematic acquisition of sounds using the synthetic phonics programme 'Read Write Inc', by Ruth Miskin. Read Write Inc is followed in Reception, Years 1 and 2, but some children may continue to consolidate the skills learnt to improve reading into KS2.

Every day children will learn new sounds and new words, whilst also reviewing previous sounds and words. They will have opportunity to apply what they have been taught by reading decodable books containing previously taught phonemes and graphemes. They will then use the sounds they know to write individual words and sentences. All sounds learnt are followed up by the teacher during focus work activities via active marking.

Phonics lessons continue throughout Reception and Year 1, where children begin with learning 'single sounds' using individual alphabet sounds. They progress to more complex digraphs (two letters that represent one sound) and trigraphs (three letters that represent one sound) which are called 'Special Friends'. In order to aid children's understanding of these sounds in words, dots (for single sounds) and dashes (for Special Friends) are marked under words, for example:

got  
.. .

fish  
.. —

The 'Phonics Screening Check' is a national test taken by all children in Year 1 and is designed to provide feedback to teachers and parents on the progress of phonics for each child. The 'Phonics Check' encompasses reading 20 real words and 20 pseudo words, known to the children as 'nonsense words'. Children are introduced to and prepared to read 'nonsense words' in Reception.

It is vital that children are taught the two basic components of reading:

- Word recognition
- Language comprehension

To ensure that a child has strong reading skills, explicit phonics lessons are taught upon entry into Reception until they have securely completed the phonics programme. Phonics then continues for those children who require it in Year 2. Although in Reception and Year 1 our aim is for pupils to become secure with their decoding skills, we do want our children at ELPS to eventually gain the fluency to become confident, secure readers.

Alongside the phonics teaching by expert practitioners, Read Write Inc books are read with teachers. These books correspond to the sound being learned, further embedding the children's knowledge of phonemes. Read Write Inc books are also sent home to further consolidate phonic knowledge and increase pupils' success with reading. Gradually, the reading level of pupils increases as they are exposed to a variety of texts; consequently, building their comprehension and vocabulary breadth.

### ⇒ **Phonics in Reception**

Phonics is taught in a whole class setting up to October half-term. Once pupils have been formally assessed at October half-term, they are put into smaller ability sets for high-quality targeted learning. The initial focus in phonics is on linking sounds to individual letters, using ditties to ensure correct letter formation, and in recognising and correctly pronouncing the Set 1 sounds (see below).

All phonics lessons are fun, active and fast-paced. Children learn new phonics sounds daily, as well as how to read and write decodable green words that contain the sounds they have previously learnt. They will also learn a bank of tricky words.

At the end of each half term, the children are assessed to evaluate the progress made and identify any gaps in knowledge, which is then used to inform future groups and planning. As well as this, written skills are taught by the class teacher with a particular focus on the pupils using phonics in writing.

### ⇒ **Reading with Phonics**

#### **When using phonics to read, the children will:**

- Learn to read with fluency, using their phonics skills to decode unfamiliar words with little hesitation.
- Blend individual sounds to read whole words with accuracy.
- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using “Fred Talk” / sound buttons.
- Learn to read words by blending the sounds together.
- Read lively stories featuring words they have learnt to sound out.
- Show that they understand the stories by answering a variety of discussion questions.

### ⇒ **Writing with Phonics**

#### **When using phonics to write, the children will:**

- Spell with accuracy using known phonics sounds
- Learn to write the letters/letter groups which represent the 44 sounds (graphemes).
- Learn to hear as many sounds as possible by slowly chunking sounds, e.g. chip is ch-i-p.
- Learn to write words by saying the sounds in Fred Talk.
- Learn to write simple sentences, progressing to more complex sentences as phonic knowledge develops.
- Compose a range of genres after targeted discussion with the teacher.
- Compose character descriptions, setting descriptions and stories using picture prompts.

### ⇒ **Talking in Phonics**

During phonics lessons, the children work with each other to:

- Answer questions related to the assigned activity.
- Take turns talking to each other.
- Give positive praise to each other.
- Learn to listen to others’ ideas and respond accordingly.

### RWI - Set 1 sounds

m a s d t  
i n p g o  
c k u b  
f e l h sh r  
j v y w  
th z ch qu x ng nk

### RWI - Set 2 sounds

ay ee igh ow oo oo  
or ar air ir ou oy

### RWI - Set 3 sounds

ea oi a-e i-e ai  
o-a o-e ue  
aw are ur er  
ow ew ire ear ure

#### ⇒ Pronouncing the Sounds

The sounds must be pronounced accurately to ensure accurate blending. The link below gives some useful tips and has a child demonstrate the accurate pronunciation of each sound.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

### Reading in the Early Years

In Reception, we ensure all our pupils have access to *high-quality texts* and a set of *Recommended Reading Books* in each class library. These books are chosen by expert leaders to ensure they expose our pupils to a rich vocabulary and a range of themes. By integrating our class texts into our Recommended Reading Books provides our pupils with ample opportunity to **read, revisit and respond** to literature over a sustained period of time.

Pupils are expected to take one of the recommended reads home weekly and to share stories at home. Parents are expected to record daily reading in planners and children's reading is celebrated by teachers in school. It is hugely important to celebrate reading at home and parents will be supported by teachers to develop confidence in sharing books with their children at home. Our strong reading community begins in Reception and is grown and developed as pupils move through the school.

#### Useful website links:

How Read Write Inc. Phonics works in school <http://www.ruthmiskin.com/en/parents/>  
Read Write Inc Information for Parents - Ruth Miskin Training [www.ruthmiskin.com](http://www.ruthmiskin.com)  
**The Development of Reading**



At East Lane, it is fundamental that all children become fluent readers, who approach reading with confidence. Through the Read Write Inc programme, children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Upon entry into Reception, immediate interaction with books and literature creates a love of books for all children. Children listen to books and stories, in addition to the direct and systematic teaching of phonics, to develop their comprehension. Through shared reading, children have the opportunity to make links between books and their developing knowledge of the world.

### ⇒ **Teaching the Reading Curriculum**

High-quality texts have been chosen for the teaching of reading through English lessons. Teaching and learning is based around a whole-class text, which has been carefully chosen by subject specialists to ensure diverse themes, varying genres and a rich vocabulary. Whole-class teaching provides opportunities for learning and reinforcing:

- *Word reading* – as children encounter unfamiliar words
- *Grammar and punctuation* – through seeing them in context and understanding how they have been used for effect
- *Comprehension* – through listening to, reading, and discussing challenging texts
- *Vocabulary and spelling* – by encountering new language
- *Oracy* – through participating in discussions about books, learning from both specific language modelled by the teacher and that of their peers
- *Writing* – both transcription and composition

### ⇒ **Vocabulary**

At East Lane, we believe that a rich and varied vocabulary is essential for academic success and personal development. Our range of vocabulary aims to enhance and support pupils' language acquisition across all areas of the curriculum. Regular practice and reinforcement of new vocabulary is crucial for retention. Words must be taught in context to enhance pupil understanding and commit to long-term memory.

To ensure integration of vocabulary into all subject areas, a list of tier two subject specific language has been devised. These words will promote the usage of a broad and diverse vocabulary base among all pupils, whilst also supporting them in becoming confident and effective communicators.

There are a number of ways in which vocabulary is taught and retained:

- **Subject Specific Vocabulary:** Integrate key vocabulary onto schemes of work and in lesson planning across all subjects. Subject-specific vocabulary will be displayed in classrooms.
- **Word Walls:** Words that pupils have learnt and extracted from high-quality class texts will be placed onto a word wall. Synonyms of these words may also be displayed. Pupils are encouraged to use these words in their writing.

All children will be assessed on their knowledge, understanding and comprehension of subject-specific vocabulary during scheduled assessment weeks. Key vocabulary will be provided to parents to encourage home-school partnerships. Parents will be kept informed about the importance of vocabulary and strategies used in school through workshops and weekly newsletters.

When reading through the class text during English sessions, children will have the opportunity to record new vocabulary in planners, under the section 'Words I Speak.' This will encourage pupils to focus on not only recording the word and understanding its definition, but also having the ability to speak this word regularly and in context. Having a targeted focus on new vocabulary will encourage children to internalise unfamiliar language.

## ⇒ Targeted Resources

Our class texts are strategically chosen to expose our pupils to a wide variety of types and genres, but also to introduce them to books that are beyond their current knowledge. The books chosen are both motivating and challenging. The range of books chosen not only provides pupils access to a world beyond their own experience, but also enhances pupils' love of literature and reading for pleasure. [Appendix 1 – Class Texts](#).

The '50 Recommended Reading Texts' are located in each classroom library. All children have access to a wide selection of age-appropriate books which they are encouraged to read weekly and record on a visual class chart. All reading texts have been expertly chosen by English specialists. Children have the opportunity to be rewarded for the completion of these books. [Appendix 1 – 50 Recommended Reading Texts for all Year Groups](#).

Children who require continued development of reading fluency, stamina and confidence will be given quality levelled reading books. These books will enable pupils to focus on growing and improving important reading skills that are fundamental, before progressing onto a wider range of texts. Children who require a levelled book will still have access to the '50 Recommended' selection.

## ⇒ Assessment of Reading

Reading is assessed regularly through a range of methods:

### 1. Half-termly Read Write Inc phonics tracker programme

Children who are still included in the RWI phonics programme are assessed every half-term on their phonic knowledge, word reading, and if they have reached blue or grey stage, their reading speed. Gaps in sound knowledge are identified and then pupils are targeted with tailored catch-up intervention.

### 2. Half-termly reading assessments for statutory assessed year groups

Year 1, 2 and 6 are assessed every half term. Year 1 are assessed in phonics and their reading fluency is also given a level in line with their phonics stage. Year 2 and Year 6 undertake reading comprehension assessments in line with standardised SATS papers to identify gaps in knowledge. Gap analysis is conducted by teaching staff to ensure future planning is adapted accordingly.

### 3. Termly reading assessments for non-statutory assessed year groups

Year 3, 4 and 5 are assessed every term. They undertake standardised NFER reading assessments which are analysed for gaps in knowledge to inform future planning.

### 4. Half-termly tracking of reading speed and reading age of lowest 20%

The lowest 20% are forensically tracked through assessment of reading speed and reading age. Every half-term they are assessed using expert assessments. Alongside this focused oversight of reading speed and reading age is 1:1 reading of the lowest 20%. Pupils are read with regularly to build fluency and accuracy. [Appendix 2 – Test example](#).

## ⇒ Celebrating Reading

To reward completion of the recommended reading texts, **badges** are awarded to all pupils. They have the opportunity to receive a bronze, silver, gold, platinum or reading champion badge. As well as this, they can be awarded a **certificate** to signify their efforts. Recommended reading texts are tracked in each class through the use of a visual chart. In addition, a **reading trophy** is awarded to the class who has read the most in a week. This is awarded during the weekly assembly. [Appendix 3 – Overview of reading awards](#).

At East Lane, we encourage all our children to participate in events that aim to promote reading. Events scheduled each academic year are:

- National Poetry Day
- Non-Fiction November
- National Storytelling Week
- World Book Day
- Author Day
- Book Fair

### ⇒ **Engaging Parents**

Parental engagement is vital in securing progress in reading. The following elements are used to engage parents in their child's reading education:

- *Reading Workshops:* All parents in Reception and Year 1 are required to attend a reading workshop which details the expectations of reading and ways in which they can support their child to make progress.
- *'Share a Story' Coffee Mornings:* Parents from each Year Group are invited into school to share a story with their child. Children are encouraged to share their favourite story with their parents.
- *Reading Volunteers:* Parents are invited to become reading volunteers throughout the academic year and support pupils to progress with their reading fluency, accuracy and stamina.
- *Home Reading:* Parents are encouraged to read at home with their child for at least 20-30 minutes daily. They must record this in the child's planner, and this is monitored weekly by all English teachers.

### ⇒ **What can I do to help my child with their reading?**

There are many ways in which you can support your child at home with their reading.

- Read a variety of books (fiction, non-fiction, rhymes, etc.).
- Discuss the different features of various books, e.g. characters, setting, plot, beginning, middle, end, pictures, layout on the page, etc.
- Talk about the books and other reading materials that you have shared.
- Explain the meaning of new words in context and provide other examples of using these words in sentences.
- Show the fun that can be gained by listening to stories and reading a range of texts.e.g. reading and then following a recipe together.
- Don't forget you don't have to read just books. There are many other opportunities for reading: cereal packets, shopping lists, road signs, web pages, magazines or newspapers.

### **Pupil Engagement**

At East Lane Primary, it is essential that our pupils are motivated to read and gain pleasure from reading, both at home and at school. In order to ensure pupil engagement is high, the following strategies have been employed:

- Wide range of 'Recommended' reading books in classrooms that pupils have access to.
- All Recommended Reads are tracked on a visual chart for pupils.
- Awards (certificates and badges) are given to pupils who are able to read a set amount of these books: 5 books – bronze award, 10 books – silver award, 20 books – gold award, 30 books – platinum award and 40+ books – reading champion award.
- Every day during period 6, the form tutor will read aloud a selected class text to all children. This enables children to experience literature that they may not ordinarily be exposed to.
- Pupils will take part in National scheduled events, such as World Book Day and National Poetry Day.

Feedback will be taken via Reading Engagement Questionnaires twice a year. [Appendix 4 – KS1 and KS2 reading engagement questionnaires.](#)

## Reception

### TITLES READ AND ANALYSED AS CLASS TEXTS

	Title	Author
<b>Autumn 1</b> <b>All about me</b>	So much The Colour Monster All are welcome	Trish Cooke Anna Llenas Alexandra Penfold
<b>Autumn 2</b> <b>Not all heroes wear capes</b>	Supertato All through the night You can't call an elephant in an emergency The Christmasaurus	Sue Hendra Polly Faber Patricia Cleveland-Peck Tom Fletcher
<b>Spring 1</b> <b>Animal Kingdom</b>	Dear Zoo Weirdo Bringing the rain to the Kapiti Plain	Rod Campbell Zadie Smith Verna Aardema
<b>Spring 2</b> <b>Tell me a tale</b>	The Three Little Pigs Little Red and the very hungry lion The Three Billy Goats Fluff	Jan Lewis Alex Smith Rachel Mortimer
<b>Summer 1</b> <b>Exploring our world</b>	The Koala who could My Shadow is pink Be Brave Little Penguin	Rachel Bright Scott Stuart Giles Andreas
<b>Summer 2</b> <b>Scientists and inventors</b>	Izzy Gizmo Look up Errol's Garden	Pip Jones Nathan Bryon Gillian Hibbs

### RECOMMENDED READING BOOKS

Title	Author
All Are Welcome	Alexandra Penfold
A Stroll Through the Seasons	Kay Barnham
Be Wild, Little One	Olivia Hope
Be Brave Little Penguin	Giles Andreas
Brilliant Bugs	Campbell Books
Brown Bear, Brown Bear, What Do You See?	Bill Martin Jnr, Eric Carle
Clown, Bear and Rabbit	Tony Maddox
Dear Chocosaur	Chae Strathie
Dear Zoo	Rod Campbell
Elmer	David McKee
Find Your Happy	Emily Coxhead
Have you seen my Giraffe?	Michelle Robinson
I Can Eat a Rainbow	Olena Rose
Ketchup On Your Cornflakes?	Nick Sharratt
Kind	Alison Green
Little Red Riding Hood	Mandy Ross
Monkey Puzzle	Julia Donaldson
Never Tickle a Tiger	Pamela Butchart
Oliver's Fruit Salad	Vivian French
Oi Cat!	Kes Grey and Jim Field
Paddington Bear	Michael Bond
Shu Lin's Grandpa	Matt Goodfellow
Supertato	Sue Hendra
The Bad-Tempered Ladybird	Eric Carle
The Bear who Stared	Duncun Beedie
The Big Red Bath	Julia Jarman
The Bog Baby	Jeanne Willis

The Colour Monster	Anna Llenas
The Koala who Could	Rachel Bright
There's a Lion in my Cornflakes	Michelle Robinson
There's a Tiger in my Garden	Lizzy Stewart
The Runaway Pea	Kjartan Poskitt
The Three Little Pigs	Jan Lewis
The Unicorn Who Came to Breakfast	Emma Adams
The Very Hungry Caterpillar	Eric Carle
Up and Down	Oliver Jeffers
What the Ladybird Heard on Holiday	Julia Donaldson
You Can't Take an Elephant on the Bus	Patricia Cleveland-Peck
So much	Trish Cooke
All through the night	Polly Faber
You can't call an elephant in an emergency	Patricia Cleveland-Peck
The Christmasaurus	Tom Fletcher
Weirdo	Zadie Smith
Bringing the rain to the Kapiti Plain	Verna Aardema
Little Red and the very hungry lion	Alex Smith
The Three Billy Goats Fluff	Rachel Mortimer
My Shadow is pink	Scott Stuart
Izzy Gizmo	Pip Jones
Look up	Nathan Bryon
Errol's Garden	Gillian Hibbs

### **Year 1 CLASS TEXTS**

	Title	Author
Autumn 1	Hansel and Gretel Goldilocks and the Three Bears	Malachy Doyle and Tim Archbold Nicola Baxter
Autumn 2	The Hare and the Tortoise The Lion and the Fox The Dog and his Bone	Aesop's Fables- Michael Morpurgo and Emma Chichester Clark
Spring 1	Lost and Found How to Catch a Star	Oliver Jeffers Oliver Jeffers
Spring 2	Bears Peace at Last Whatever Next	Emma Helbrough Jill Murphy Jill Murphy
Summer 1	Superworm Snakes The Highway Rat	Julia Donaldson James MacLaine Julia Donaldson
Summer 2	The Fish Who Talked Japan Yoshi the Stonecutter	Usborne Illustrated Stories from Around the World Info Buzz

### **RECOMMENDED READING BOOKS**

Title	Author
A Day in the Life: Horses	Carly Anne York
A Whale of a Time: A Funny Poem for Every Day of the Year	Lou Peacock and Matt Hunt
Adventuremice Otter Chaos	Philip Reeve and Sarah McIntyre
Aliens Love Underpants	Claire Freedman
All Join In	Quentin Blake
Amazing Grace	Mary Hoffman
Avocado Baby	John Burningham
Beegu	Alexis Deacon
Chocolate Cake	Michael Rosen
Coming to England	Floella Benjamin

Cops and Robbers	Allan Ahlberg
Daddy Lion's Tea Party	Mark Sperring
Dinosaurs in the Supermarket	Timothy Knapman
Dinosaurs Love Underpants	Claire Freedman
Flat Stanley	Jeff Brown
Grandad's Secret Giant	David Litchfield
Henri and the Machine	Isabelle Marinov and Olga Shtonda
I Don't Want Curly Hair	Laura Anderson
Kitty and the Twilight Trouble	Paula Harrison and Jenny Lovlie
Let's Celebrate	Debjani Chatterjee and Brian D'Arcy
Lights on Cotton Rock	David Litchfield
Little People, Big Dreams: Pele	Maria Isabel Sanchez Vegara and Camila Rosa
Look Up	Nathan Bryon
Marvellous Body: A Magic Lens Book	Jane Wilsher
Molly Rogers to the Rescue	Cornelia Funke
Not Now Bernard	David McKee
Oi frog	Kes Gray
People need People	Benjamin Zephaniah
Pop: The Invention of Bubble Gum	Meghan McCarthy
Professor Astro Cat's Deep Sea Voyage	Dominic Walliman
Room on the Broom	Julia Donaldson
Smile Out Loud	Joseph Coelho
Sona Sharma, Looking After Planet Earth	Chitra Soundar
Spinderella	Julia Donaldson
That Rabbit Belongs to Emily Brown	Cressida Cowell and Neal Layton
The Ghost Cat Who Saved my Life	Pamela Butchart and Monika Filipina
The Hat Full of Secrets	Karl Newson
The Jolly Postman	Allan Ahlberg
The Kindest Red	Ibtihaj Muhammad and S.K. Ali
The Lighthouse Keeper's Lunch	Ronda and David Armitage
The Lion Inside	Rachel Bright
The Night Pirates	Peter Harris
The Smart Cookie	Jory John and Pete Oswald
The Snail and the Whale	Julia Donaldson
The Squirrels Who Squabbled	Rachel Bright
The Wonder	Faye Hanson
What do you see when you look at a tree?	Emma Carlisle
When Ice Cream had a Meltdown	Michelle Robinson and Tom Knight
Who rules the rockpool?	Matty Long
Wild Weather	Chris Oxlade

### **Year 2 CLASS TEXTS**

	Title	Author
Autumn 1	The Elves and the Shoemaker Little Red Riding Hood Jack and the Beanstalk	Mara Alperin Tony Bradman
Autumn 2	The Fox and the Crow The Lion and the Mouse The Goose that Laid a Golden Egg	Aesop's Fables- Michael Morpurgo and Emma Chichester Clark
Spring 1	Theseus and the Minotaur King Midas No such thing as Nessie	Chani McBain
Spring 2	The Hogeheg	Dick King-Smith
Summer 1	George's Marvellous Medicine	Roald Dahl
Summer 2	The Titanic	Joe Fullman

## **RECOMMENDED READING BOOKS**

<b>Title</b>	<b>Author</b>
All About Families	Felicity Brooks
Beastly Bugs	Kingfisher
Black Plasma Adventures	Mark Clapham and David Zoellner
Blanksy the Street Child	Gavin Puckett and Allen Fatimaharan
Captain Underpants	Dav Pilkey
Counting on Katherine	Helaine Becker and Dow Phumiruk
Clarice Bean That's Me	Lauren Child
Crazy Mayonnaisy Mum	Julia Donaldson
Darwin's Super-Pooping Worm Spectacular	
Despicable Me 3	Sadie Chesterfield
Diary of a Wimpy Kid	Jeff Kinney
Dinosaur Poems	Paul Cookson
Dinosaurs and Prehistoric Life	DK
Dork Diaries: Tales from a Not-So-Fabulous Life	Rachel Renee Russell
Fabulously Feisty Queens	Valeria Wilding
Fantastically Great Women Who Made History	Kate Pankhurst
Farug and Wiri Wiri	Sophia Payne and Sandhya Prabhat
Five to the Rescue!	Enid Blyton
George and the Dragon	Christopher Wormell
Giraffes Can't Dance	Giles Andreae
Gobbolino the Witch's Cat	Ursula Moray Williams
Gorilla	Anthony Browne
I love Chinese New Year	Eva Wong Nava and Li Xin
Investigators	Jon Patrick Green
Leo and the Octopus	Isabelle Marinov and Chris Nixon
Little Leaders: Bold Women in Black History	Vashti Harrison
Magic Faces: Heroes of the Pirate Ship	Esi Merleh and Abeeha Tariq
Matilda	Roald Dahl
Mr Majeika	Humphrey Carpenter
Nadiya's Bake Me a Story	Nadiya Hussain
Night of the Moon: A Muslim Holiday Story	Hena Khan and Julie Paschkis
Perfectly Peculiar Pets	Elli Woollard
Pirate School: Just a Bit of Wind	Jeremy Strong
Salty Dogs	Matty Long
Sing	Illumination
The Best Diwali Ever	Sonali Shah
The BFG	Roald Dahl
The Dog that Saved the World Cup	Phil Earle
The Dragonsitter	Josh Lacey
The Giraffe and the Pelly and Me	Roald Dahl
The Hundred-Mile-An-Hour Dog	Jeremy Strong
The Hunting of the Snark	Chris Riddell
The Legend of Spud Murphy	Eoin Colfer
The River that Flows beside me	Charlotte Guillain and Jo Empson
The World of Bees	Usborne
The World's Worst Children	David Walliams
Two Terrible Vikings	Francesca Simon
Wayside School: Beneath the Cloud of Doom	Louis Sachar
Well Done Famous Five!	Enid Blyton
What's the Weather?	Fraser and Judith Ralston

### **Year 3 CLASS TEXTS**

	Title	Author
Autumn 1	Romans on the Rampage	Jeremy Strong
Autumn 2	Geronimo Stilton	Thea Stilton
Spring 1	The Iron Giant	Ted Hughes
Spring 2	Ice Palace	Robert Swindells
Summer 1	The Dragon's Hoard	Lari Don
Summer 2	The Firework-Maker's Daughter	Philip Pullman

### **RECOMMENDED READING BOOKS**

Title	Author
Asterix the Gaul	Renne Goscinny
Bad Mermaids	Sibéal Pounder
Billionaire Boy	David Walliams
Danny the Champion of the World	Roald Dahl
Desirable	Frank Cottrell-Bryce
Don't Cook Cinderella	Francesca Simon
Ella Enchanted	Gail Carson Levine
Ella's Kitchen: The big family cookbook	Ella's Kitchen
Extreme Earth	Anne Rooney
Geronimo Stilton: The Curse of the Cheese Pyramid	Thea Stilton
Hamish and the Worldstoppers	Danny Wallace
It Was a Dark and Stormy Night	Allen Ahlberg
Jack Slater Monster Investigator	John Dougherty
Kid Spy	Mac Barnett
Lizzy Zipmouth	Jacqueline Wilson
Me and Mr P	Maria Farrer
Miss Daisy is Crazy	Dan Gutman
Mr Stink	David Walliams
My Mum is Growing Down	Laura Dockrill
Nim's Island	Wendy Orr
Podkin One Ear	Kieran Larwood
Poems to Perform	Julia Donaldson
Romans on the Rampage: Jail Break	Jeremy Strong
Save Your Planet	Ben Hoare
Sensational!	Roger McGough
Spynosaur	Guy Bass
Stink and the Great Guinea Pig Express	Megan McDonald
The Children of Lir	Sheila MacGill Callahan
The Diary of a Killer Cat	Anne Fine
The Easy Family Cookbook	Ella's Kitchen
The Explorer	Katherine Rundell
The Extraordinary Life of Alan Turing	Michael Lee Richardson
The Fossil Girl	Catherine Brighton
The Fox Busters	Dick King Smith
The Genius of the Vikings	Sonya Newland
The Girl Who Drank the Moon	Kelly Barnhill
The Naughtiest Girl in School	Enid Blyton
The Sheep Pig	Dick King Smith
The Shrinking of Treehorn	Florence Parry Heide
The Smallest Girl Ever	Sally Gardner
The Suitcase Kid	Jacqueline Wilson
The Tale of Despereaux	Kate DiCamillo
The Thieves of Ostia	Caroline Lawrence
The Wolf Wilder	Katherine Rundell



The Wreck of the Zanzibar	Michael Morpurgo
Wave Me Goodbye	Jacqueline Wilson
What Not to Do If You Turn Invisible	Ross Welford
Where the Sidewalk Ends	Shel Silverstein
Wings: Spitfire	Tom Palmer
Yeh-Shen: A Cinderella Story from China	Ai-Ling Louie

### **Year 4 CLASS TEXTS**

	Title	Author
Autumn 1	The Butterfly Lion	Michael Morpurgo
Autumn 2	Sherlock Bones	Tim Collins
Spring 1	Kensuke's Kingdom	Michael Morpurgo
Spring 2	Demon Headmaster	Gillian Cross
Summer 1	Orchard Greek Myths	Geraldine McCaughrean
Summer 2	Varjak Paw	S.J. Said

### **RECOMMENDED READING BOOKS**

Title	Author
100 Brilliant Poems for Children	Paul Cookson
Ballet Shoes	Noel Streatfeild
Birthday Boy	David Baddiel
Boy in the Tower	Polly Ho-Yen
Danny the Champion of the World	Roald Dahl
Fall Off, Get Back On, Keep Going	Clare Balding
Flour Babies	Anne Fine
Ghost Stadium	Tom Palmer
Going Solo	Roald Dahl
Harry Potter and the Philosopher's Stone	JK Rowling
Holes	Louis Sachar
How to Train Your Dragon	Cressida Cowell
I Don't Like Poetry	Joshua Seigal
James and the Giant Peach	Roald Dahl
Jolly Good Food	Allegra McEvedy
Krindlekra	Philip Ridley
Michael Rosen's A-Z: The Best Children's Poetry	Michael Rosen
Millions	Frank Cottrell Boyce
Percy Jackson	Rick Riordan
Pig Heart Boy	Malorie Blackman
Private Peaceful	Michael Morpurgo
Sherlock Bones: Case of the Crown Jewels	Tim Collins
Skandar and the Unicorn Thief	A.F. Steadman
Skellig	David Almond
Sterling	Henry Coninx
Swallows and Amazons	Arthur Ransome
Terror Kid	Benjamin Zephaniah
Timmy Failure	Stephen Pastis
The Best Children's Poetry	Michael Rosen

The Boy in the Dress	David Walliams
The Colour of Magic	Terry Pratchett
The Kid Who Came from Space	Ross Welford
The Land of Stories	Chris Colfer
The Midnight Gang	David Walliams
The Miraculous Journey of Edward Tulane	Kate DiCamillo
The Secret Lake	Karen Inglis
The Story of London	Richard Brassey
The Story of Tracey Beaker	Jacqueline Wilson
The Valley of Adventures	Enid Blyton
The Wind in the Willows	Kenneth Grahame
The Witches	Roald Dahl
The Wolves of Willoughby Chase	Joan Aiken
The World's Worst Wildfires	Tracy Nelson Maurer
The Wreck of Zanzibar	Michael Morpurgo
Timmy Failure: Mistakes Were Made	Stephan Pastis
Vicky Angel	Jacqueline Wilson
Vile Victorians	Terry Deary
Wave me Goodbye	Jacqueline Wilson
Who Was Winston Churchill?	Ellen Labrecque
You Wait Til I'm Older Than You	Michael Rosen

### Year 5 CLASS TEXTS

	Title	Author
Autumn 1	Plays by William Shakespeare	Marcia Williams
Autumn 2	The Mystery of the Mayan Kings	Leah Cupps
Spring 1	Once	Morris Gleitzman
Spring 2	Goosebumps: Night of the Living Dummy	R.L.Stine
Summer 1	Usborne Greek Myths	Anna Milbourne
Summer 2	The Lion, the Witch and the Wardrobe	C.S. Lewis

### RECOMMENDED READING BOOKS (50)

Title	Author
A Series of Unfortunate Events: Bad Beginnings	Lemony Snicket
Alex Rider: Crocodile Tears	Anthony Horowitz
Alien Encounters	Richard Hammond
Beetle Boy	M.G. Leonard
Beowulf	Seamus Heaney
Bunny V Monkey	Jamie Smart
Charlotte's Web	EB White
Climate Crisis for Beginners	Andy Prentice
Demon Dentist	David Walliams
Fastest Boy in the World	Elizabeth Laird

First Encyclopedia of Science	Rachel Firth
Four Children and It	Jaqueline Wilson
Goodnight Mr Tom	Michelle Magorian
Hacker	Malorie Blackman
Harley James: Peril of the Pirate's Curse	Leah Cupps
History's Mysteries: National Geographic	Kitson Jazynka
I'm Just No Good at Rhyming	Chris Harris
In Darkling Wood	Emma Carroll
Letters to Father Christmas	J.R.R. Tolkien
Once Upon a Crime	Robin Stevens
Operation Gadget Man	Malorie Blackman
Overhead in a Tower Block	Joseph Coelho
Quick, Let's Get Out of Here	Miachael Rosen
Rotten Romans	Terry Deary and Martin Brown
Secret Seven	Enid Blyton
Storm Runners	Barbara Mitchell Hill
Superhero Street	Phil Earle
Tales from Shakespeare	As told by Marcia Williams
The Astounding Broccoli Boy	Frank Cottrell Boyce
The Boy Who Swam with Piranhas	David Almond
The Dark is Rising	Susan Copper
The Fastest Boy in the World	Elizabeth Laird
The Fifty Two Storey Treehouse	Andy Griffiths
The Ghost of Thomas Kempe	Penelope Lively
The Girl Behind the Glass	Jane Kelley
The Ickabog	J.K. Rowling
The Imaginary	A.F.Garold
The Jamie Drake Equation	Christopher Edge
The Lost Words	Robert MacFarlane and Jackie Morris
The Mayflower	Libby Romero
The Mystery of the Clockwork Sparrow	Katherine Woodfine
The Outlaw Varjak Paw	S.F. Said
The Secret of Platform 13	Eva Ibbotson
The Witches	Roald Dahl
The World's Worst Pets	David Walliams
Time Travelling with a Hamster	Ross Welford
Ultimate Football Heroes: Salah	Matt Oldfield
When the Sky Falls	Phil Earle
While the Storm Rages	Phil Earle
Weird But True	National Geographic Kids

## Year 6 CLASS TEXTS

	Title	Author
Autumn 1	Usborne Illustrated Stories from Dickens	Mary Sebag-Montefiore
Autumn 2	Sherlock Holmes	Sir Arthur Conan Doyle
Spring 1	The Highwayman	Alfred Noyes
Spring 2	The Red Room	H.G. Wells
Summer 1	Odysseus	Hugh Lipton
Summer 2	Beowulf	Michael Morpurgo

## RECOMMENDED READING BOOKS

Title	Author
100 Things to Know About History	Usborne
100 Things to Know About Science	Usborne
A Kid in my Class	Rachel Rooney
A Quick History of Money	Clive Gifford
A Medal For Leroy	Michael Morpurgo
A Wrinkle in Time	Madeleine L'Engle
Adventure of Tom Sayer	Mark Twain
Artemis Fowl	Eoin Colfer
Arthur: High King of Britain	Michael Morpurgo
Book Scavenger	Jennifer Bertman
Brain-Fizzing Facts	Dr Emily Grossman
Carrie's War	Nina Bawden
Cogheart	Peter Bunzl
Demon Headmaster and the Prime Minister's Brain	Gillian Cross
Earthshattering Events	Robin Jacobs and Sophie Williams
Escape Room	Christopher Edge
Fantastic Beasts and Where to Find Them	J.K. Rowling
Far From Home	Berlie Doherty
Goosebumps: Stay out of the Basement	R.L.Stine
Hoot	Carl Hiaasen
Knock Three Times	Cressida Cowel
Looking After Your Mental Health	Alice James
Maze Runner	James Dashner
Moon Juice	Kate Wakeling and Elina Braslina
Mr Nobody's Eyes	Michael Morpurgo
Nightfall in New York	Katherine Woodfine
No Worries: Your Guide to Secondary School	Jenny Alexander
Scarlet and Ivy: The Lost Twin	Sophie Cleverly
Skulduggery Pleasant	Derek Landy
Simply the Quest	Maz Evans
Stig of the Dump	Clive King
Taylor and Rose Secret Agents	Katherine Woodfine
Tell Me No Lies	Malorie Blackman
Then	Morris Gleitzman

The Book of Dust	Philip Pullman
The Borrowers	Mary Norton
The Children of Greene Knowe	Lucy M. Boston
The Girl Who Stole an Elephant	Nirzana Farook
The Graveyard Book	Neil Gaiman
The Hobbit	J.R.R. Tolkien
The Hunger Games	Suzanne Collins
The Mysterious Benedict Society	Trenton Lee Stewart
The Mystery of the Burnt Cottage	Enid Blyton
The Mystery of the Spiteful Letters	Enid Blyton
The Nowhere Emporium	Ross MacKenzie
The Other Side of Truth	Beverley Naidoo
The School of Good and Evil	Soman Chainani
The Second World War	Paul Dowswell
When Hitler Stole Pink Rabbit	Judith Kerr
Windrush Child	Benjamin Zephaniah

**Appendix 2: Lowest 20% Reading Speed Test Example**

**Year 2 – Text 1**

A poor miller wanted to impress the king so he told the king that he had a remarkable child, Belle, who could spin straw into gold. The king thought this was unbelievable. “Bring her to me!” he commanded. The king put Belle in a room filled with straw. “Spin this straw into gold before morning,” he ordered. Belle did not know how. She began to weep. Suddenly, a little man appeared in the room. “What’s wrong?” he asked.

Belle told him her story. “I know how to do it,” the little man announced. “But first, give me your necklace.” Belle gave him her necklace, and he spun the straw into the finest gold. The next morning, the king was delighted with the gold. But he wanted more. He put Belle in a room filled with even more straw and told her to spin it into gold by morning.

18
32
49
65
78
96
112

**Words per minute                      Errors**

### Year 3 – Text 1

The North Wind looked down on the earth and was pleased with what he saw. He had been blowing all night and he could see the difference he had made to the land. Lines of trees were bent over, their branches almost touching the ground and thousands of dandelion seeds were blowing like small white parachutes over the bare fields. The North Wind was so pleased, he sang a little song.

18

34

48

In the same sky, the Sun also looked down on the earth and was pleased with what he saw. His warm rays had made the sunflowers turn their golden faces towards him. The bare trees of winter were green again and the little Robin, no longer cold, had come out of his hiding place and was hopping on the sunlit grass, looking for worms. “This is the world I like,” said the Sun, smiling. “A world of light and happiness.”

61

71

89

The North Wind and the Sun each thought they were stronger than the other. “When I blow,” said the North Wind, “the trees blow to my command. The seas rise up and swamp the shore. Children hold on to lamp posts to stop from being blown away. Everyone takes notice of the North Wind!” The Sun disagreed.

104

120

137

“I have far greater effect,” he said. “I make things grow and flourish and feel better. The power of the Sun is stronger than anything.”

151

“Let us have a contest, then,” said the North Wind. “Let us see which of us can remove the coat of the man reading under that apple tree.”

167

183

**Words per minute**

**Errors**

#### Year 4 – Text 1

Like a man-made magic wish, the aeroplane began to rise. The boy sitting in the cockpit gripped his seat and held his breath as the plane climbed into the arms of the sky.

Fred's jaw was set with concentration, and his fingers twitched, following the movements of the pilot beside him: joystick, throttle.

The aeroplane vibrated as it flew faster into the setting sun, following the swerve of the Amazon River below them. Fred could see the reflection of the six-seater plane, a spot of black on the vast sweep of blue, as it sped towards Manaus, the city on the water.

He brushed his hair out of his eyes and pressed his forehead against the window.

Behind Fred sat a girl and her little brother. They had the same slanted eyebrows and the same brown skin, the same long eyelashes. The girl had been shy, hugging her parents until the last possible moment at the airfield; now she was staring down at the water, singing under her breath, her brother trying to eat his seatbelt.

In the next row, on her own, sat a pale girl with blonde hair down to her waist. Her blouse had a neck-ruffle that came up to her chin, and she kept tugging it down and grimacing. She was determinedly not looking out of the window.

16

33

45

53

69

84

102

117

133

148

Words per minute

Errors



## Year 5 – Text 1

It was midnight in that most dark and secret place. If you should chance – and why should you? – to be walking along there, you would be blindfolded by the night. You would hear the hooting of a lone owl from the church tower, the scuff of your own steps on the gravel. You would smell the ancient, musty scent of the yews that line the path, and the curious cold green odour of dew on grass. You put out a hand. It gropes to find the unyielding touch of stone. The shock of it brings an uprush of fear so strong you can almost taste it.

At that moment your fifth sense is restored. A slow silver light yawns over the garden. Shapes make themselves, statues loom. Ahead, the glass of the orangery gleams like water. You notice the shadow the moon has made at your feet as you would never notice a mere daytime shadow.

You stand motionless, with all five senses sharp, alert as a fox. But if by some chance you should possess another, a sixth sense, what then? First a tingle of the spine, a sudden chill, a shudder. You are standing at a crossroads, looking up at a statue. A huge stone man seems locked in a struggle with another, smaller figure, that of a boy. But the presence you feel is all about you now, and with a lifting of the hairs at the back of your neck you are certain, certain that you are being watched.

16

31

48

64

82

99

106

121

133

149

156

**Words per minute**

**Errors**

## Year 6 – Text 1

As the desolate days of winter trudged sluggishly on, its iron fist showed no signs of slackening its vice-like grip. Long gone were the euphoric shrieks and giddy excitement that accompanied the first flurries of snow. Now, the savage elements – laced with swarms of stinging bees – bullied everyone indoors. Longing for footfall and activity, the forlorn streets welcomed the patter of young feet that danced along the curb; their archways echoed with the ring of joyful laughter and their windows inquisitively watched. The girl – plucking a chalky pebble from the pavement – added her signature to the haphazard register on a wall: Anna.

The child, whose glossy, auburn hair wriggled free of her hat and whose nose was pinched pink despite being warmly wrapped in a heavy, hand-knitted jumper complemented with a Nordic pattern, stepped back to admire her handiwork. Disconcertingly, Anna became aware of a presence. Was she being watched? Behind her, the yawning mouth of a frost-glazed shop window whispered a greeting, compelling Anna to wheel around. Its display plinths were bare, apart from a solitary item: a doll. Charmed by its weirdly familiar, wide-eyed gaze, Anna approached to gain a better view. She raised a hand to the glass and cleared the masking skin of frozen crystals with a mitten-clad hand... a mitten that matched those worn by the figurine. In fact, it sported a duplicate outfit, identical hairstyle and precisely mirrored facial features. Disbelief forced Anna to regard her own appearance... confirm her identity... ask the question to which she already possessed the answer: the doll was a carbon-copy of her – an effigy.

**Words per minute**

**Errors**

15

28

40

51

64

78

90

102

117

128

139








150

162

174

### Appendix 3: Overview of Reading Awards

At ELPS, we also celebrate success and achievement with the following badges and awards:

Award name	How and when to achieve the award	Award
Bronze Star	<b>To achieve:</b> Read 5 books from the recommended 50 list. <b>When:</b> Half-term achievement assemblies	
Silver Star	<b>To achieve:</b> Read 10 books from the recommended 50 list. <b>When:</b> Half-term achievement assemblies	
Gold Star	<b>To achieve:</b> Read 20 books from the recommended 50 list. <b>When:</b> Half-term achievement assemblies	
Platinum Badge	<b>To achieve:</b> Read 30 books from recommended 50 list <b>When :</b> Half-term achievement assemblies	
Reading Champion	<b>To achieve:</b> Read 40+ books from recommended 50 list <b>When:</b> Half-term achievement assemblies	
Speedy Reader	<b>To achieve:</b> YR – green book stage Y1 – 80 words per minute Y2 – 100 words per minute Y3 – 120 words per minute Y4 – 130 words per minute Y5 – 140 words per minute Y6 – 150 words per minute  <b>When:</b> Half-term achievement assemblies	
Reading Trophy	<b>To achieve:</b> Class with the highest number of pupils who read daily and record in their planners  <b>When:</b> Weekly - 1 class per year group	

## **KS1 Reading Engagement Questionnaire**

### **General questions about reading enjoyment**

**1) How much do you agree with the statement ‘Reading is easy for me’? Tick one.**

I agree a lot	I agree a little	I disagree a little	I disagree a lot

**2) How much do you enjoy reading? Tick one.**

Very much	Quite a lot	Not very much	Not at all

**3) How easy is it to choose a book from the library books in class? Tick one.**

Very difficult	Quite difficult	Quite easy	Very easy

**4) What makes it difficult for you to choose a book at school? Tick all that apply**

There are too many books to choose from	There are not enough books to choose from	I don't have enough information about the books	I'm not used to choosing books for myself	I don't know where to start when looking for books	I don't have access to the stories I like

**5) What types or genres of books do you find most enjoyable? Tick all that apply**

Biographies		Crime/mysteries	
Comics		Historical fictions	
History books		Horror	
Fantasy		Funny/humorous books	
Poetry		Science fiction	
Sports books			

**6) How often do you usually spend reading for enjoyment? Tick one.**

I do not read for enjoyment	30 minutes or less a day	More than 30 minutes but less than 60 minutes a day	1 – 2 hours a day	More than 2 hours a day

7) How much do you agree or disagree with the statements below? Tick one.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I think I am a good reader				

8) How much do you agree or disagree with the statements below? Tick one.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Reading is harder for me than for other people				

### Reading at home

9) Please read each item and tick the statements which best describes you. Tick all that apply.

My parents read to me when I was young		My friends and I share what we have read	
My family think that reading is important		My family and I talk about what we have read	
My parents do not encourage me to read at home		My parents/siblings read every day	
My friends think reading is important			

10) How often do you talk about what you have read with your family or friends? Tick one.

Every day		Once a month	
A few times a week		Rarely	
Once a week		Never	
A few times a month			

11) How often do you visit the library? Tick one.

Never		Several times a month	
A few times a year		Several times a week	
About once a month			

12) How often do you read with an adult? Tick one.

Every day		Once or twice a month	
Several times a week		Less than once a month	
Once or twice a week		Not at all	

13) What reading takes place at home? Tick all that apply.

You read to another member of your family		Your parents read regularly	
A family member reads to you		You talk about reading at home	
You listen to audio books		Little to no reading	

14) How many books do you have at home? Tick one.

Less than twenty		Between fifty and a hundred	
Between twenty to fifty		More than a hundred	

## KS2 Reading Engagement Questionnaire

### General questions about reading enjoyment

1) How much do you agree with the statement 'Reading is easy for me'? Tick one.

I agree a lot	I agree a little	I disagree a little	I disagree a lot

2) How much do you enjoy reading? Tick one.

Very much	Quite a lot	Not very much	Not at all

3) How easy is it to choose a book from the library books in class? Tick one.

Very difficult	Quite difficult	Quite easy	Very easy

4) What makes it difficult for you to choose a book at school? Tick all that apply.

There are too many books to choose from	There are not enough books to choose from	I don't have enough information about the books	I'm not used to choosing books for myself	I don't know where to start when looking for books	I don't have access to the stories I like

5) What types or genres of books do you find most enjoyable? Tick all that apply.

Biographies		Crime/mysteries	
Comics		Historical fictions	
History books		Horror	
Fantasy		Funny/humorous books	
Poetry		Science fiction	
Sports books			

6) Which of the statements below are true for you? Tick all that apply.

Reading helps me relax		Reading helps me learn about new things	
Reading helps me learn new words		Reading makes me feel happy	
Reading helps me learn about people and cultures		Reading makes me feel better when I'm sad	
Reading helps me feel more confident		Reading helps me deal with problems	
Reading helps me feel connected with the world		Reading helps me spend time with others.	

7) How often do you usually spend reading for enjoyment? Tick one.

I do not read for enjoyment	30 minutes or less a day	More than 30 minutes but less than 60 minutes a day	1 – 2 hours a day	More than 2 hours a day

8) Please tell us how much you agree with the statement. Tick one.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Reading is more for girls than for boys				

9) Please tell us how much you agree with the statement. Tick one.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I would feel embarrassed if my friends saw me reading outside class				

10) How much do you agree or disagree with the statements below? Tick one.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I think I am a good reader				

11) How much do you agree or disagree with the statements below?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Reading is harder for me than for other people				

## Reading at home

12) Please read each item and tick the statements which best describes you. Tick all that apply.

My parents read to me when I was young		My friends and I share what we have read	
My family think that reading is important		My family and I talk about what we have read	
My parents do not encourage me to read at home		My parents/siblings read every day	
My friends think reading is important			

13) How often do you talk about what you have read with your family or friends? Tick one.

Every day		Once a month	
A few times a week		Rarely	
Once a week		Never	
A few times a month			

14) How often do you visit the library? Tick one.

Never		Several times a month	
A few times a year		Several times a week	
About once a month			

15) How often do you read with an adult? Tick one.

Every day		Once or twice a month	
Several times a week		Less than once a month	
Once or twice a week		Not at all	



16) What reading takes place at home? Tick all that apply.

<b>You read to another member of your family</b>		<b>Your parents read regularly</b>	
<b>A family member reads to you</b>		<b>You talk about reading at home</b>	
<b>You listen to audio books</b>			

17) How many books do you have at home? Tick one.

<b>Less than twenty</b>		<b>Between fifty and a hundred</b>	
<b>Between twenty to fifty</b>		<b>More than a hundred</b>	