



**St Laurence's**  
C of E Primary School

# English - Reading Handbook

*Reading at St. Laurence's: what we teach, how we teach it and why*

## A message from the English Lead

As the Primary English Lead at St. Laurence's, it gives me great pleasure to introduce our comprehensive English - Reading Handbook. This essential guide has been meticulously crafted for teaching staff, parents, and school visitors alike, with the aim of ensuring we all share a vision for our children and their reading journey.

At the heart of our reading approach is a strong foundation in phonics for our earliest readers. We believe that a solid understanding of phonics is crucial in developing proficient and confident readers. Our English - reading curriculum is carefully structured to build upon this foundation, ensuring a seamless progression in reading skills rather than viewing phonics as a separate entity.

Central to our philosophy is the importance of a strong home-school partnership in promoting reading. We recognise that when teachers, parents and caregivers work together to support reading development, the child is the ultimate beneficiary. Furthermore, we place great emphasis on providing high-quality Continuous Professional Development opportunities for our teachers, teaching assistants and senior leaders to enhance their knowledge and skills in teaching and assessing reading effectively.

We firmly believe that fluent readers are those who not only read quickly but independently extract meaning from the text they read. Our goal is to equip our students with the necessary tools to become discerning readers who engage critically with various texts. This handbook serves as a guiding light in our collective endeavour to foster a community of passionate and proficient readers.



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## Contents

Section 1

Phonics

Section 2

Sequence of lessons: introduce, deepen, demonstrate

Vocabulary

Reading domain strategies

Fluency

Assessing reading

Closing the gap

Section 3

Matching books to readers

Section 4

Promoting a love of reading

Our Reading Spine

# Section 1

# Phonics

## **Unlocking Letters and Sounds**

Here at St Laurence's C of E Primary School, we teach phonics using the DFE validated programme 'Unlocking Letters And Sounds'. This systematic synthetic programme is supported by decodable books which are used as home reading books and Guided Reading books across Reception and Key Stage 1 and carefully matched to each child's phonetic reading level.

Through Unlocking Letters And Sounds, children will learn the **150+ graphemes** that are represented by the **44 phonemes** of the English language along with **common exception words** (CEWs) in a planned, progressive way.

All staff involved in the teaching and monitoring of phonics are fully trained in the programme, including the leadership team.

## **The Phonics Journey**

We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

**EYFS & Key Stage 1 Reading Timetable**

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Phonics</b>	Daily Phonics Lesson	Daily Phonics Lesson	Daily Phonics Lessons
<b>Guided Reading</b>	<b>Spring Term</b> One adult led session per week.  <b>Summer Term</b> Two adult led sessions per week.	<b>Autumn Term</b> Adult Led Groups  <b>Spring Term</b> Class Guided Reading  <b>Summer Term</b> Class Guided Reading	<b>Autumn Term</b> Class Guided Reading  <b>Spring Term</b> Class Guided Reading  <b>Summer Term</b> Class Guided Reading

## **A Personalised Approach**

To ensure **no child is left behind** at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact. We recognise that 'early readers' aren't always our youngest readers and you can read more about how we cater for our older early readers in the 'Closing the Gap' section.

At St Laurence's we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we primarily use books from the Unlocking Letters And Sounds scheme, to ensure complete fidelity to the programme.

Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers. You can read more about how we match books to readers in section 3.

## Section 2

## Sequence of Lessons

### Introduce, Deepen, Demonstrate

Beyond our phonics programme, children in years 2-6 access three modelled and shared reading lessons a week that follow an introduce, deepen, demonstrate structure as shown below. Children in year 1 also follow this structure once they are able to access the modelled and shared reading lessons. These lessons are in addition to daily phonics lessons in key stage 1 classes.

<p><u>Session 1: introduce</u> (30 minutes)</p> <p>The aim of this session is for the children to be introduced to the text/extract.</p> <p>The children are introduced to 3-4 new words that feature in the text and useful prior knowledge is discussed. The teacher then models reading the text aloud with a fluency focus that is clearly shared with the children. Children can note down new vocabulary or anything that arises from general discussion but there is no expectation for recording during this session. Children to read a suitable-length section to a partner (who uses finger tracking) with the fluency focus being verbally peer assessed.</p>	<p><u>Session 2: deepen</u> (45 minutes)</p> <p>The aim of this session is for children to gain a deeper understanding of the text and further develop their reading fluency.</p> <p>The lesson begins with a general recap of the text. The teacher then shares a pre-selected section of the text so that they can apply the fluency focus from session 1 in detail before reading the rest of the text. The teacher then leads a class discussion with a focus on specific domains identified as target areas for the children. Teacher metacognition and high-quality discussion are key during this lesson.</p>	<p><u>Session 3: demonstrate</u> (45 minutes)</p> <p>The aim of this session is for children to demonstrate their comprehension of the text. Children re-read the text and are then given a range of question styles. Teachers base questions on a range of reading domains with inference, retrieval and vocabulary the most frequently revisited. Children are exposed to a variety of question formats. This is not a weekly test; class discussion of each answer takes place at the end of the session.</p>
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Example week from year 6 reading medium term plan



<p>Non-fiction</p> <p>The Humble Potato</p>	<p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>Vocabulary to introduce before text: pulp, carbohydrate, harvest, consumer, humble</li> <li>Prior knowledge to discuss: how potatoes are grown</li> <li>Teacher to model reading to class</li> <li>Fluency focus: prosody</li> <li>Quick question/task to check general understanding:             <ol style="list-style-type: none"> <li>Tell your partner something you learned</li> <li>Who might read this text and why?</li> </ol> </li> </ul>	<p><b>Deepen</b></p> <ul style="list-style-type: none"> <li>Recap question: What was the text about?</li> <li>Re-read text. Check for fluency focus from lesson 1.</li> <li>Children will make notes on/annotate: word or phrase to summarise each paragraph</li> <li>Deep discussion questions from domain(s): 2c, 2b</li> </ul>	<p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>Re-read text individually.</li> <li>Recorded questions from domain(s): 2a, 2b, 2c</li> </ul>
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## Vocabulary

At St. Laurence's, we recognise the importance of our children being exposed to as many words as possible during their time with us. This not only helps with developing reading skills but also access to the rest of the curriculum and the ability to express their feelings. Our reading lessons are just one way that we ensure our children are broadening their vocabulary. Whole class texts are selected to appropriately challenge children's understanding of words. Children are initially introduced to new words at the beginning of the week and then explore them in context several times throughout the week. Children engage with focus words in session one through the following delivery formats.

	Aim	Delivery for engagement examples
Decoding	Use phonics to sound out word	<ul style="list-style-type: none"><li>• How do you think we say this new word? Can we sound it out together?</li><li>• Which graphemes could have a different sound?</li></ul>
Definition	Explicit sharing of word meaning	<ul style="list-style-type: none"><li>• Match the word to the correct definition</li><li>• Here is the word, what could the definition be? Here is the definition, what could the word be?</li></ul>
Application	Apply word in context	<ul style="list-style-type: none"><li>• Order these words from warmest to coldest/happiest to saddest/biggest to smallest</li><li>• Who might use this word? Why?</li></ul>
Connection	Connect with language	<ul style="list-style-type: none"><li>• Circle the synonyms of this word</li><li>• Where have you heard/seen this word before?</li><li>• Can you use it in a sentence?</li></ul>
Analysis	Explore origin of word	<ul style="list-style-type: none"><li>• What is the root word?</li><li>• How does the prefix/suffix alter the meaning of the word/word class?</li></ul>

In addition to this explicit vocabulary teaching, we also equip children with the skills to approach new and unfamiliar words with confidence through teacher modelling when exploring the text.

In order to further develop children's vocabulary, we have a whole school approach to using Word Aware and in Reception, Concept Cat. In each classroom, key strategies are consistently applied to ensure quality first teaching has language and communication embedded within it e.g. Word aware, concept cat, models and images, scaffolds, and prompts. During lessons children are provided with many opportunities to encounter new vocabulary, hear it used accurately by adults and others and to rehearse and use it themselves. This ensures children are exposed to a wealth of new and relevant vocabulary daily.

**Concept Cat:** In EYFS the Word Aware approach 'Concept Cat' is used to target the teaching of common concepts. The concepts have been planned so that over the course of the Foundation Stage they are targeted rigorously

**Word Aware:** Word Aware is a whole school vocabulary approach to promote vocabulary development in children. This method of developing spoken and written vocabulary in all children is evidence-based following extensive research. It is of particular value for children with special education needs and for those learning English as an additional language.

All staff have been trained in Word Aware. Teachers plan for vocabulary teaching explicitly across the curriculum. Learning environments are used to scaffold the learning of new vocabulary and to revisit vocabulary previously taught. Visuals are used alongside any new vocabulary to support learning.

In Years 1-6, there is a consistent approach to the way in which vocabulary is taught. This follows the STAR process:

- Select key words.
- Teach the word
- Activate the word
- Review the word



**Word Games:** In order to ensure that new vocabulary is secure in children's knowledge, word games are used alongside the specific teaching to reinforce, revisit and develop a love of vocabulary learning.

### **Reading Domain Strategies**

As a school, our data analysis informs us when selecting which reading domains should be revisited more frequently. Whilst all domains are part of reading lessons each half term, we have selected 2a, 2b and 2d as the current priorities when planning reading lessons. Throughout sessions 1 and 2, teachers are actively modelling their thinking in answering carefully selected questions from the domains. Children then have the opportunity to demonstrate their comprehension via the domains in session 3. This is through a variety of question formats: tick box, short written, extended written, true or false, number in the correct order and matching. This ensure that a range of reading skills are taught and applied through a variety of formats, ensuring our children are able to access and comprehend texts throughout the curriculum and beyond.

#### Reading domains to demonstrate

- 2a vocabulary
- 2b retrieve
- 2c summarise
- 2d infer
- 2e predict
- 2f explain (why)
- 2g word choice
- 2h compare

## Fluency

*Our definition of a fluent reader: someone who uses accuracy, automaticity and prosody to make sense of a text.*

At St. Laurence's, we use the research from the EEF to specify what we mean by reading fluency. We have broken this down into the three elements: accuracy, automaticity and prosody. During modelled and shared reading lessons, teachers plan with one of these focuses in mind then explicitly model, teach and assess that skill for the week. By focusing on just one skill at a time, children have more time to develop their understanding and application before combining all elements of fluency in the demonstrate session and during independent reading tasks. The table below shows how each element of fluency is taught in whole class lessons.

Fluency focus	Approach	Impact
Accuracy	Applying phonological understanding to unfamiliar words. Teacher modelled decoding	Able to read unfamiliar words with improved accuracy
	Explore morphology/etymology of words within text	Use existing knowledge to read and make sense of new/unfamiliar vocabulary
Automaticity	Repeated reading of the same text	Reading with appropriate pace
	Echo reading: teacher models, children repeat	Reading with appropriate pace and on sight without the need to segment
	Timed practice: children are given an extract to read in a set amount of time. They can mark where they got up to. Repeat later on	Improved reading speed
Prosody	Choral reading: reading same sentence or short text as a whole class)	Reading with appropriate phrasing and intonation
	Phrase reading: teacher chunks text into phrases and children read aloud. Example: <u>One day, a little girl</u> <u>wanted to go fishing at the park pond.</u> <u>She packed her fishing rod,</u> <u>some worms</u> and a snack.	Developing awareness of pauses between phrases
	Read in the style of... Children take a text and read it to their partner in the style of a character or feeling	Reading with intonation in context
	Reading punctuation: Teacher changes the punctuation at the end of a sentence or sentences, model reading with the correct tone to match the punctuation, children repeat and discuss the difference	Developing awareness of how punctuation impacts intonation
	Performance reading: children perform an extract	Reading with expression and appropriate volume

## Assessing Reading

At St. Laurence's, we employ a comprehensive approach to assess reading skills, ensuring both understanding and fluency are developed. Utilising the EEF reading fluency rubric allows us to consistently monitor progress of fluency over time. NFER assessments are conducted termly to evaluate comprehension levels, guiding our planning effectively. Furthermore, weekly 'demonstrate' lessons provide opportunities for children to showcase their understanding through written responses, enhancing their analytical skills. This rigorous assessment framework enables us to provide tailored support and a solid foundation for academic success.

### Fluency Rubric

- Trained TA to assess each child termly and at least half termly for children identified as needing fluency intervention
- Teachers and TAs have taken part in training and standardisation exercises using this tool
- **Impact: each child's specific area of weakness in fluency is targeted**

	Expression and volume	Phrasing	Smoothness	Pace
<b>4</b>	Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.	Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.	<i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading.
<b>3</b>	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
<b>2</b>	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
<b>1</b>	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions, and/or multiple attempts</i> .	Reads <i>slowly and laboriously</i> .

### NFER

- Standardised tests termly for years 1-6
- Provides question level analysis by class as well as a whole school picture
- Analysed by assessment lead who then provides feedback to class teachers
- **Impact: informs planning so that domain focuses are specific to the needs of each class/child**

### Demonstrate lessons

- Part of the introduce > deepen > demonstrate approach
- Weekly written answers to questions based on the focus text for that week
- Mix of domains based on whole school focus as well as class specific weaknesses identified through NFER assessments
- A range of question types including multiple choice, short response and long response.
- Instant feedback: answers discussed during the lesson including teacher modelling metacognition
- **Impact: children have the opportunity to demonstrate their comprehension of a text in various ways. Misconceptions addressed in timely manner. Teacher will use responses to inform future planning**

## Closing the Gap

At St. Laurence's, we recognise that our learners are on their own personal journey to develop their reading skills; reading skills are stage specific, not age specific. We use an individual reading tracker (see example to the right) to monitor each child's progress over time and to identify the need for intervention. **Every child takes part in whole class, modelled and shared reading lessons** as the approach we take enables learners to access at their own level. However, we take a tailored approach and offer additional support as shown below.

	Phonics Y/N	Phonics Resit	Prior Milestone	Prior level	Prior Book Band	Autumn Teacher Assessment	NFER Score	Book Band	Spring Teacher Assessment	NFER Score	Book Band	Summer Teacher Assessment	NFER Score	Book Band	Interventions
Child A	Y		3	E4		D5+	41		S5+	42					
Child B	Y		1	D4		D4+	8		D4+	13					
Child C	Y		2	S4+		D5	33		S5	29					
Child D	Y		2	S4+		D5	18		S5+	38					
Child E		Y				S4+	10		S4+	13					

<p><u>Fluency</u> Children who need support with fluency will work 1:1 or in a small group with a TA for at least 30 minutes a week. The focus for these sessions is based on areas identified in the EEF fluency rubric.</p>	<p><u>Comprehension</u> Small comprehension groups take place once a week whereby children answer a range of questions about an unseen text, TA models finding the answer and immediate feedback is given.</p>	<p><u>In-class focus group</u> Each teacher identifies 5-6 focus children who they work through answers with during modelled and shared reading lessons. These children are usually WTS and in need of more exposure to teacher modelling.</p>	<p><u>Phonics catch up</u> For children who did not pass (or marginally did pass) their phonics screening check at the end of year 1, additional small group phonics lessons will take place weekly. They are regularly reassessed and the support continues until they have reached the standard of the check.</p>	<p><u>Focus readers</u> Some of our children do not access books regularly at home. To address this, teachers identify a group of focus readers who are read with at least weekly to ensure that they are getting exposure to a range of books despite external circumstances.</p>
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GDS book club  
These groups are not needed to close the gap but to ensure that we are meeting the needs of all children, not just those who are working below age-related expectations. In years 3-6, children who are demonstrating that they are working above age-related expectations (or have the potential to) meet as a group, guided by a TA, to discuss books they are reading. They share their thoughts, recommendations and read extracts aloud. This enables children to extend their views of reading beyond their own and the book they chose. We have also found that children select a wider range of texts when they take part in the weekly book club.

*These intervention groups are reviewed each half term using a combination of teacher assessment and TA feedback.*

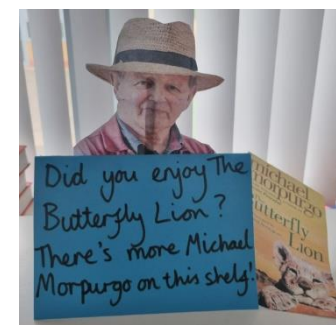
# Section 3

# Matching books to readers

## Book band to year group expectations

Lilac	Phase 1		Wordless fiction & non-fiction	Turquoise	ARE – Year 1	Variety fiction & non-fiction
Pink A	Phase 2a		ULS fully decodable fiction & non-fiction	Purple	Greater Depth – Year 1	Variety fiction & non-fiction
Pink B	Phase 2b		ULS fully decodable fiction & non-fiction	Gold	ARE – Year 2	Variety fiction & non-fiction
Red A	Phase 3a		ULS fully decodable fiction & non-fiction	White	ARE – Year 2	Variety fiction & non-fiction
Red B	Phase 3b	ARE – Reception	ULS fully decodable fiction & non-fiction	Lime	Greater Depth – Year 2 / early Year 3	Variety fiction & non-fiction
Blue A	Phase 4a	ARE – Reception	ULS fully decodable fiction & non-fiction	Copper/Brown	Year 3	Variety fiction & non-fiction
Blue B	Phase 4b	Greater Depth – Reception	ULS fully decodable fiction & non-fiction	Silver/Grey	Year 4	Variety fiction & non-fiction
Green A	Phase 5a		ULS fully decodable fiction & non-fiction	Sapphire/Dark Blue	Year 5	Variety fiction & non-fiction
Green B	Phase 5b		ULS fully decodable fiction & non-fiction	Ruby/Dark Red	Year 6	Variety fiction & non-fiction
Green *	Application		Highly decodable fiction & non-fiction (variety)			
Orange A	Phase 5c		ULS fully decodable fiction & non-fiction			
Orange *	Application	ARE – Year 1	Highly decodable fiction & non-fiction (variety)			

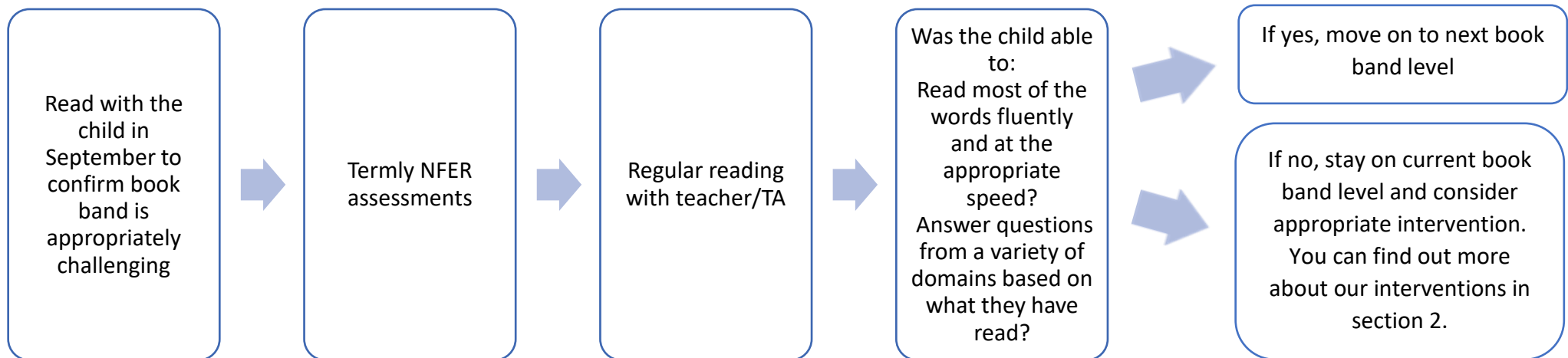
The book band system enables us grade our books according to their difficulty level. Each level is assigned a specific colour and consists of a variety of phonics scheme books as well as 'real' books. The transition between each band is gradual, ensuring that children do not encounter difficulties when moving from one level to the next. The chart gives an indication of which children the book band levels are aimed at.



## Reading roles

Pupil	Parent/Carer	Teacher/Support Staff	Reading Lead/SLT
<ul style="list-style-type: none"> <li>○ Daily reading at home</li> <li>○ YR-Y4: Ensure reading record is in school and at home each day</li> <li>○ Y5-6: Record reading on class Reading Record Padlet weekly</li> </ul>	<ul style="list-style-type: none"> <li>○ YR-3: read with child daily and comment in record</li> <li>○ Y4-6: check reading records and read with child at least once a week</li> <li>○ Ask child comprehension questions using our parent guide</li> </ul>	<ul style="list-style-type: none"> <li>○ Hear target children read at least once a week and update fluency rubrics</li> <li>○ Identify children in need of group/individual intervention</li> <li>○ Hear each child read at least once a week in KS1 and once per fortnight in KS2</li> </ul>	<ul style="list-style-type: none"> <li>○ Half termly drop ins with children to moderate book band colours allocated</li> <li>○ Reviewing termly data drops to ensure consistency between level given and book band allocated</li> </ul>

## Ensuring appropriate challenge



## Section 4

## Promoting a love of reading

Our active approach to promoting a love of reading is evident throughout our school building. As you walk around St. Laurence's, you will see library areas dedicated to each stage of reading, displays showing our participation in local reading events, groups of children reading in corridors and book recommendations from both teachers and children. Here are some of the ways we ensure that each child is instilled with a love of reading during their time at St. Laurences:

- **Child-led library areas:** children requested that library areas be organised alphabetically by author's surname and that shelving is spread out to allow for easier location of books. This was organised by a group of year 6 children alongside the English Lead and the areas are now enhanced and maintained by library monitors from key stage 2.
- **Reading corners in every classroom:** we aim to create a reading-friendly environment that sparks curiosity and imagination. Our reading corners are welcoming parts of each classroom including a range of books for children to choose from and teacher/child recommendations.
- **Online reading records for UKS2:** In upper key stage 2, our online reading communities encourage interaction and discussion about books, fostering a sense of camaraderie amongst young readers.
- **A diverse range of books:** chosen by the children themselves, we ensure inclusivity and representation.



- **Reading in the community:** local reading events and competitions further ignite passion and enthusiasm for reading, making learning an enjoyable journey. We regularly take part in the Coventry Inspiration Book Awards and our year 1 children were invited to present an award at the final ceremony due to our active participation. In 2024, we also celebrated our runner-up placing in the Coventry Library Quiz whereby our students demonstrated their excellent literary knowledge. As well as celebrating world book day, local author visits are a regular feature for our children across all age groups throughout the year and our PTA like to organise 'Stories with Santa' too!

- **No restrictions:** if a child has spotted a book that they would love to read but it's outside of their book band, we allow them to take this home alongside a book from their band. This ensures that we do not extinguish the love for reading whilst trying to develop fluency. Instead, we have found that children feel more encouraged to work on their fluency so that they can access a wider range of books independently.

- **Onyx book band:** for our older readers, we have a range of onyx books that they can choose from. These

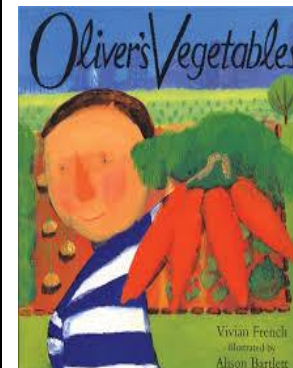
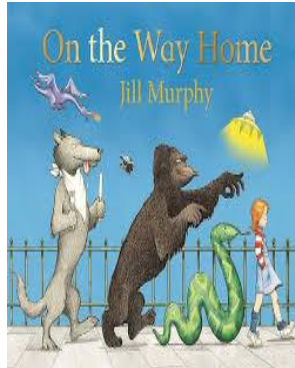
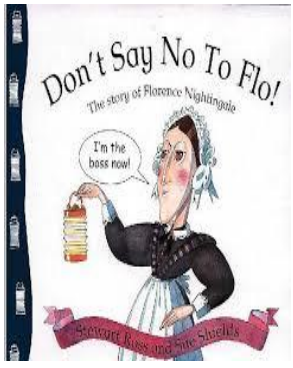
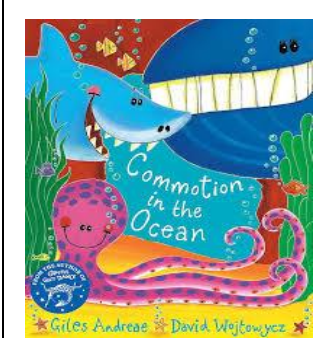
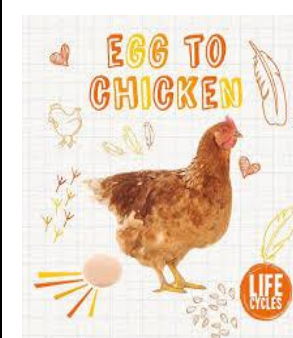
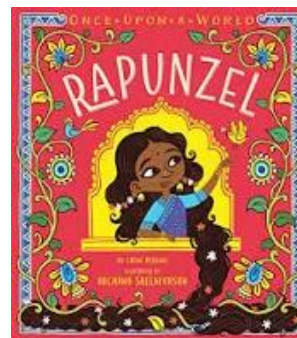
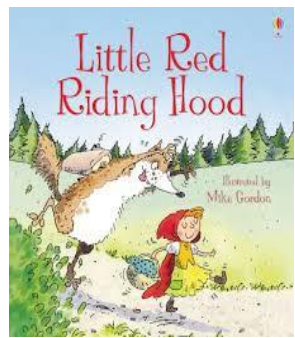
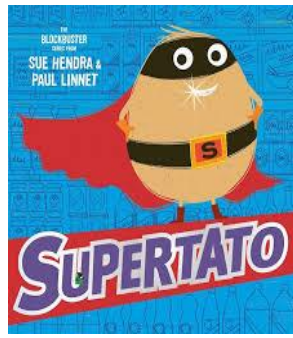
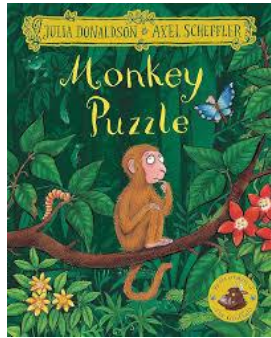
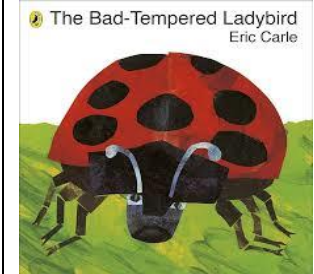
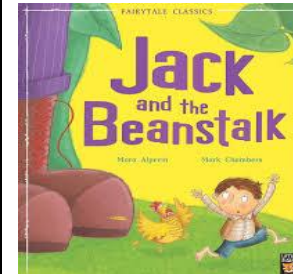
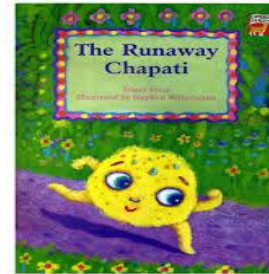
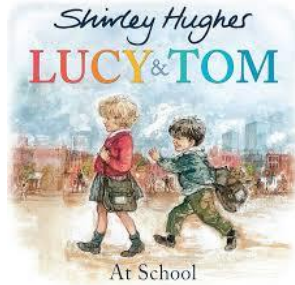
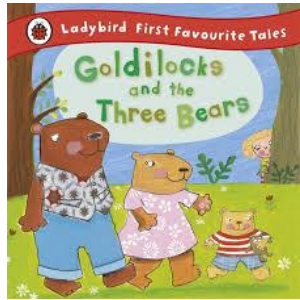
books have been selected for our most fluent readers who are ready for more mature themes as they progress into secondary school.

- **SEND books:** many of our children with SEND find reading a challenge but that does not mean that they have interests below their reading age. We have invested in a selection of books that are decodable and dyslexia-friendly but with themes aimed at older children. Since sharing these with our children, we have seen a significant increase in the number of books our older SEND children are reading during their time at St. Laurence's.

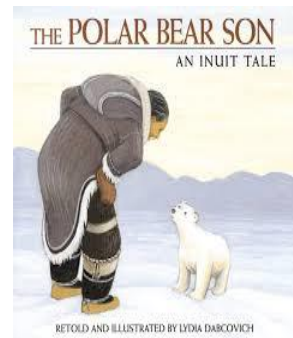
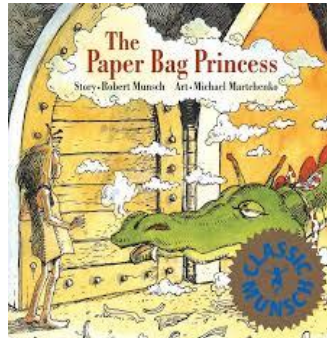
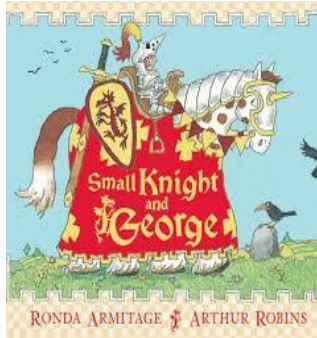
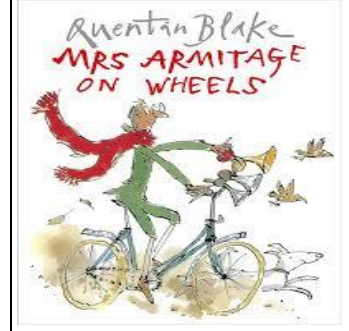
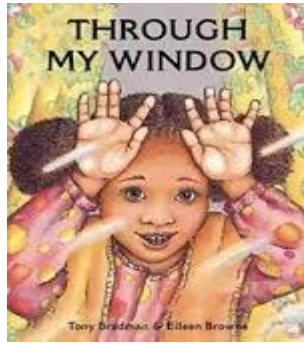
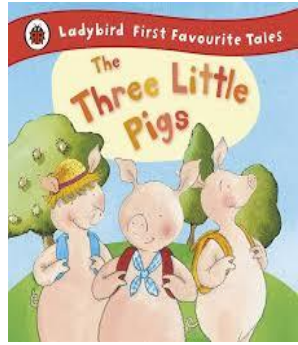


# Our Reading Spine

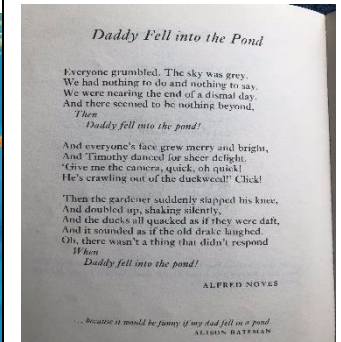
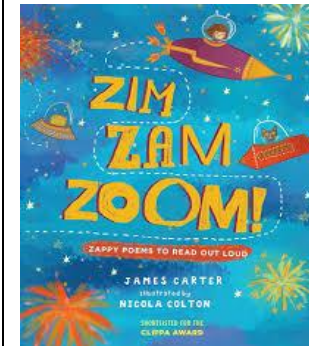
Reception



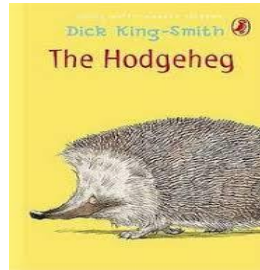
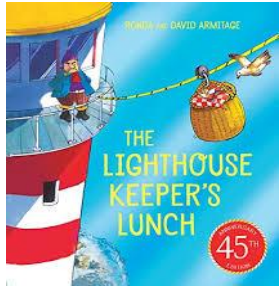
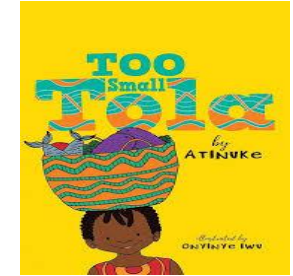
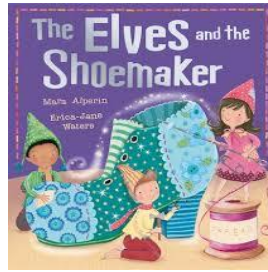
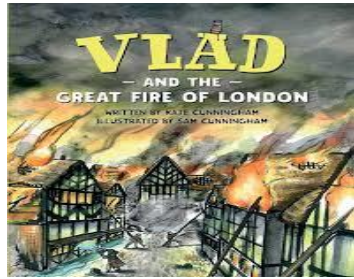
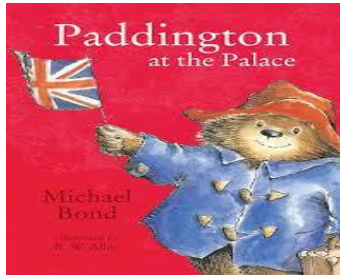
Year 1



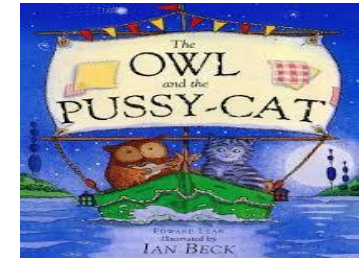
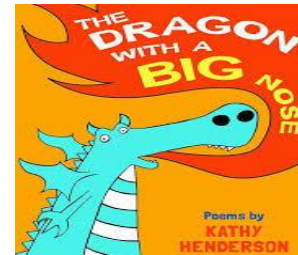
Poetry focus



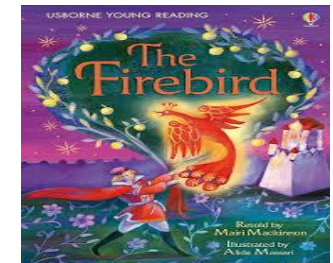
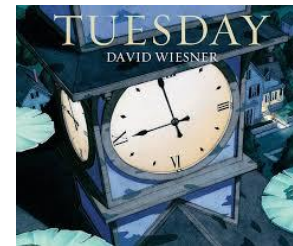
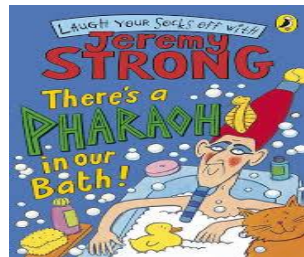
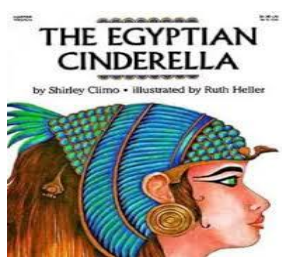
Year 2



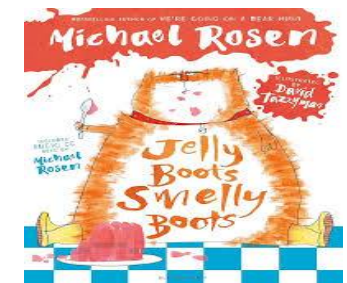
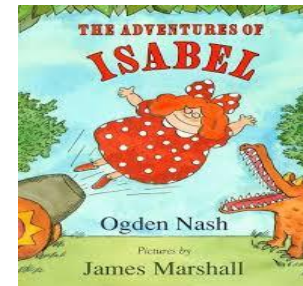
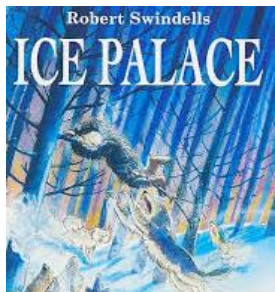
Poetry focus



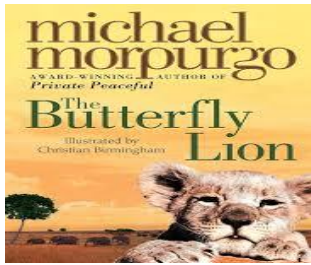
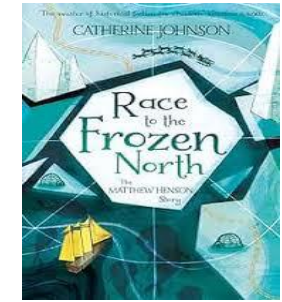
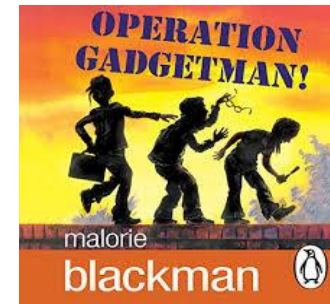
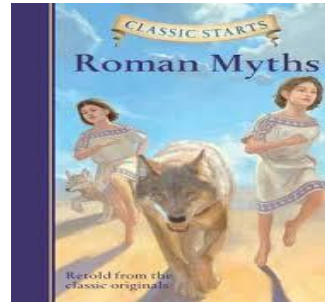
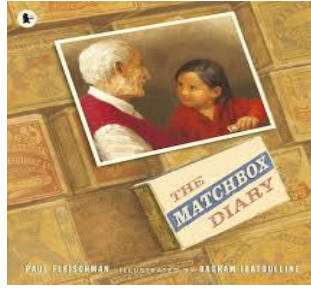
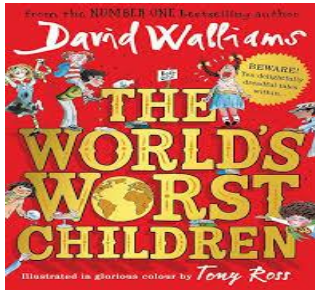
Year 3



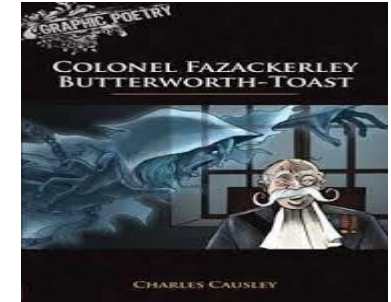
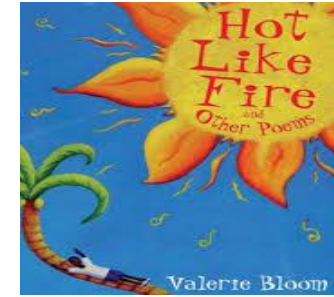
Poetry focus



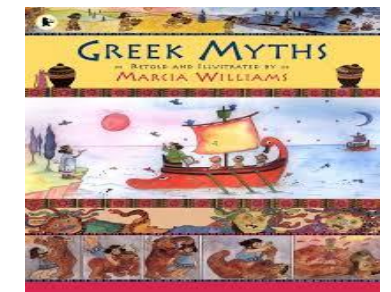
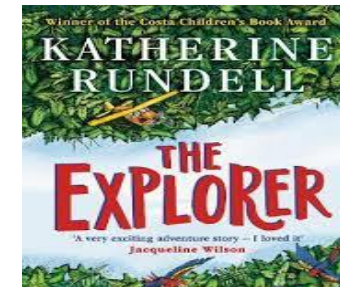
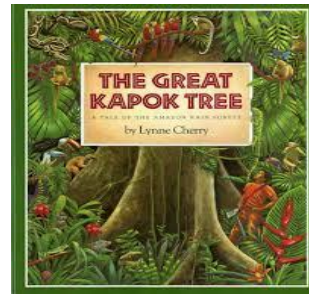
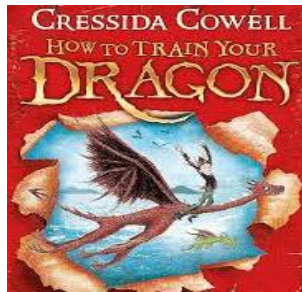
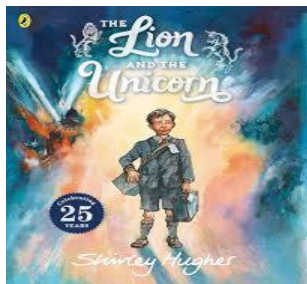
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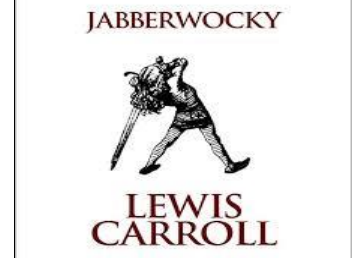
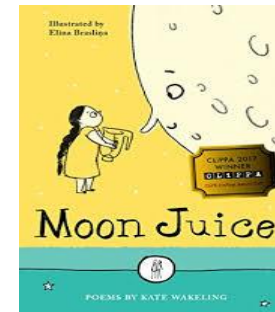
Poetry focus



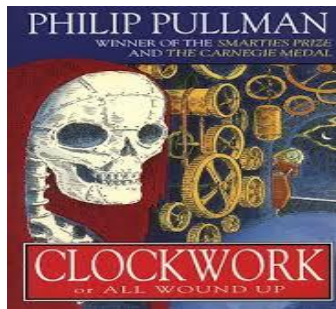
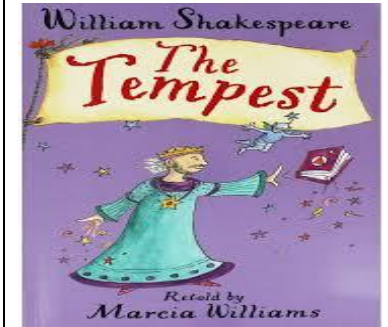
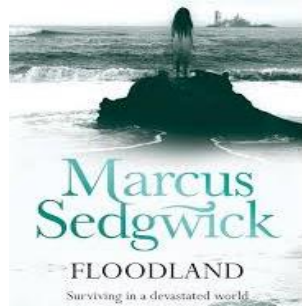
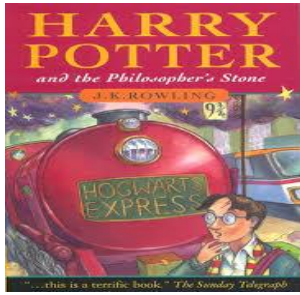
Year 5



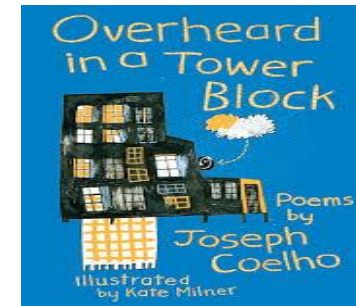
Poetry focus



Year 6



Poetry focus



By the time a child leaves St. Laurence's in year 6, they will have read and explored at least 70 texts in a whole class setting. This includes:

- 14 traditional tales
- 24 contemporary fiction books
- 17 classic fiction texts
- 6 contemporary poems
- 6 classic poems
- 3 non-fiction books