All pupils: have an individual reading book to support the reading stage; experience guided group reading weekly; have a class story/ novel read with them daily; experienced shared reading of a text during English lessons daily; have a school library book; read their home reading book at least twice weekly to an adult in school [targeted pupils read daily]; have weekly experience of reading comprehension tasks; have a daily spelling group [outside of the spelling conventions taught in their daily English lesson] to explore spelling conventions and the meaning of the words being generated.

	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn	c/s experience, read, adult led reading, child initiated reading, etc. – recipes, cards, invitations, lists, captions, labels, etc. plus Y1 genres.	Narrative Information Texts Instructions Recounts Poetry	Narrative Information Texts Instructions Recounts Poetry	Narrative *Recount Play Scripts Poetry	Narrative *Recount Play Scripts Poetry
Spring		Narrative Information Texts Instructions Recounts Poetry	Narrative Information Texts Instructions Recounts Poetry	Narrative *Explanation Non-Chronological report Poetry	Narrative *Explanation Non-Chronological report Poetry
Summer		Narrative Information Texts Instructions Recounts Poetry	Narrative Information Texts Instructions Recounts Explanation Poetry	Narrative *Persuasive Non-Chronological report Play Scripts Poetry	Narrative *Persuasion Non-Chronological report Play Scripts Poetry