

By the end of Lower Key Stage 2	What We Do At Freemantle	How You Can Help at Home
- A child working at the expected standard reads age-appropriate texts accurately and fluently, considering prosody and not relying on decoding at the expense of understanding even in unfamiliar texts. - They should draw inferences around a character's actions, dialogue and motives independently. - They should recognise simple themes across texts they're familiar with such as courage or good/evil and understand conventions of familiar genres, such as science fiction stories taking place in the future and with exciting technology - They can make comparisons of characters, settings and themes within stories and draw on knowledge of conventions to make comparisons within genres. - They can retrieve information from non-fiction texts reliably, using identified information to skim and scan or using contents or index pages to support them. - They can summarise short familiar stories, such as those they may have read previously - They have a deep repertoire of vocabulary explored in writing and drawn upon in their work. - They ask and answer questions to aid their understanding of the increasingly complex texts they read.	- We teach daily explicit reading lessons throughout Lower Key Stage 2, exposing pupils to a rich variety of high-quality, challenging and enjoyable texts shared together, modelling fluency and comprehension strategies explicitly (comprehension skills are block taught to allow a process of teacher modelling, scaffolding and independence). - We explicitly teach new purposefully chosen Tier-2 vocabulary every day as part of our reading lessons. This vocabulary is drawn from, or thematically linked to, the texts we read so over the course of a book read over a half-term pupils develop a schema of vocabulary used across the curriculum. - For pupils who need it, we continue to teach daily phonics lessons alongside reading lessons and send home fully decodable texts. - We continue to model reading to children, read to the whole class as part of every lesson and explicitly teach fluency, providing opportunities for children to read during the shared reading parts of our lessons. - We continue to offer pupils a wide choice of texts, banded to ensure texts are matched to a child's ZPD; pupils have daily opportunities to read independently and develop their identity as a reader. These books go home every day and we track home-reading closely using Accelerated Reader quizzes and by providing every child with a home-reading record. - We provide pupils with a weekly opportunity to visit the library and choose books to enjoy independently. - We assess pupils regularly to inform planning and interventions; we use half-termly summative STAR assessments to track each individual pupils' comprehension, vocabulary and estimated oral reading fluency and use this information to plan future interventions and club-invites. - We run reading clubs for pupils who are we identify as reluctant readers; these are an opportunity to develop a love of reading in a small group with a teacher modelling fluency. - We continue to develop each child's love of reading and use reading to bring classes together through storytime which may include reading chapters of the class read or exploring shorter texts, non-fiction or poetry. - We incorporate reading into the wider curriculum wherever possible and have invested heavily in books to support this, with each subject leader overseeing a section of the library with texts to support their subject so that our pupils are constantly seeing the value and worth of reading. - We provide intervention or additional support to pupils who need it, through phonics groups, 1:1 reading or small groups for pupils who are developing fluency and through our reading clubs.	- Check your child's AR data to see their reading habits by logging in and checking the bookshelf to see how much they are reading and by regularly checking and signing your child's reading record. - Encourage your child to read every day for at least 15 minutes; discuss with them their reading and read with them. Discussing books helps elicit greater understanding and shows your child the value of reading. - Encourage your child to quiz books they finish using Accelerated Reader. - Attend parent and carer meetings, workshops and engage in other support provided by the school to ensure you're able to best support your child at home.

By the end of Upper Key Stage 2	What We Do At Freemantle	How You Can Help at Home
- A child working at the expected standard reads fluently, naturally and with appropriate expression across a range of fiction, non-fiction and poetry, both familiar and unfamiliar. - They draw inferences about the relationship between characters, settings linked to atmosphere and authorial intent in more complex texts. - They have a deep understanding of the themes and conventions of a wide range of books and genres and can compare these confidently and independently; they should recognise the impact of stories from the literary past on modern stories and authors. - They can confidently summarise content from unfamiliar books. - They are widely read and use their knowledge and a wide range of vocabulary gleaned from their reading to support their ability to justify and analyse texts in greater detail. - They can mark-up texts purposefully whilst reading and use this to support them to retrieve information quickly.	- We teach daily explicit reading lessons throughout Upper Key Stage 2, exposing pupils to a rich variety of high-quality, challenging and enjoyable texts shared together, modelling fluency and comprehension strategies explicitly (comprehension skills are block taught to allow a process of teacher modelling, scaffolding and independence). - We explicitly teach new purposefully chosen Tier-2 vocabulary every day as part of our reading lessons. This vocabulary is drawn from, or thematically linked to, the texts we read so over the course of a book read over a half-term pupils develop a schema of vocabulary used across the curriculum. Pupils explore this vocabulary deeply in their own writing. - We continue to model reading to children, read to the whole class as part of every lesson and explicitly teach fluency, providing opportunities for children to read during the shared reading parts of our lessons. - We continue to offer pupils a wide choice of texts, banded to ensure texts are matched to a child's ZPD; pupils have daily opportunities to read independently and develop their identity as a reader. These books go home every day and we track home-reading closely using Accelerated Reader quizzes and by providing every child with a home-reading record. - We provide pupils with a weekly opportunity to visit the library and choose books to enjoy independently. Pupils have at least 15 minutes of timetabled independent reading time each day to enjoy books of their own choosing. - We assess pupils regularly to inform planning and interventions; we use half-termly summative STAR assessments to track each individual pupils' comprehension, vocabulary and estimated oral reading fluency and use this information to plan future interventions and club-invites. - We run reading clubs for pupils who are we identify as reluctant readers; these are an opportunity to develop a love of reading in a small group with a teacher modelling fluency. - We continue to develop each child's love of reading and use reading to bring classes together through storytime which may include reading chapters of the class read or exploring shorter texts, non-fiction, plays or poetry. - We incorporate reading into the wider curriculum and have invested heavily in books to support this, with each subject leader overseeing a section of the library with texts to support their subject so that our pupils are constantly seeing the value and importance of reading. - We continue to provide intervention or additional support to pupils who need it, through phonics groups, 1:1 reading or small groups for pupils who are developing fluency and through our reading clubs.	- Check your child's AR data to see their reading habits by logging in and checking the bookshelf to see how much they are reading and by regularly checking and signing your child's reading record. - Encourage your child to read every day for at least 15 minutes; discuss with them their reading and read with them. Discussing books helps elicit greater understanding and shows your child the value of reading. - Encourage your child to quiz books they finish using Accelerated Reader. - Attend parent and carer meetings, workshops and engage in other support provided by the school to ensure you're able to best support your child at home.