

Reading Curriculum at Lace Hill Academy

Who are we?

The children at Lace Hill are very eager to learn and communicate well verbally. They are polite, sociable, and keen to please. Teachers and parents are aspirational for their children and want to see children become fluent and confident readers.

Reading is widely promoted and celebrated within our school curriculum. We have developed literature journeys for each year group, which span across fiction, non-fiction and poetry. Texts are carefully sequenced and aligned to ensure children are exposed to a diverse range of texts which promote our SMSC, school and British values. All texts on the literature journeys have a broad range of characters/backgrounds as well as a range of historical settings, modern day and future settings to inspire children and support them to make learning connections across our curriculum.

Parents are supportive of our reading curriculum and are keen for their children to develop skills in word reading and comprehension. Half termly reading newsletters are sent to parents to keep them up to date with children's learning and any reading events in school, or within our local community. Newsletters, also enable parents to access new and engaging ways to support their child to develop their reading skills at home. Parents are invited to a range of reading events throughout the year including phonics and accelerated reader workshops, Scholastic Book fairs and class mystery readers. We also encourage parents to come into school to read for pleasure with their child in our reading café with Books and Biscuits. All children have a reading record to enable parents and teachers to communicate weekly regarding children's reading skills both in and out of school.

In each classroom there is a book corner, which contains books linked to their current curriculum in English, Science and foundation subjects. The purpose of the corner, is to further capture children's imagination, promote a positive culture of reading and book talk within the classroom setting.

Reading for pleasure is prioritised. Teachers read to our children daily during class novel time, all displays have suggested book recommendations to support children's learning. Children have access to our school library, reading café and outside reading den throughout the school day. Timetabled class sessions in the school library enable pupils to share stories together as a class, as well as support them to learn skills required to identify new books to enjoy independently.

Word Reading

At Lace Hill Academy we use Phonics as a supporting strategy for teaching word reading. We teach phonics through the Sounds~Write programme. As part of our approach to phonics. Daily interventions are running for pupils across EYFS, KS1 and KS2 who need further support on the teaching of the initial code and for those who need challenge. Please see our phonics document for more information

At Lace Hill Academy we believe reading fluency should be taught explicitly. Our children participate in daily reading fluency activities. These are separate to daily phonics lessons in Early years and KS1 and part of whole class reading in KS2.

Comprehension

We use whole class reading lessons to further promote a love of reading and comprehension. Within these lessons, pupils focus on a range of reading disciplinary concepts, reading chorally, in pairs, in small groups and independently where appropriate. All children participate in carefully differentiated verbal, written and creative independent activities to support children develop their understanding of the texts they have read.

Accelerated Reader is used to further support children's progress in reading fluency and comprehension.

Reading Books

All pupils in early years and key stage one has the opportunity to take home a variety of decodable books including:

- Sounds-write books
- Dandelion.

Any pupils in key stage two who require support with their phonics will continue to take home decodable books to support their learning. In Key Stage 2 children take home an Accelerated Reader book that is carefully chosen with the support of the teachers. It is within their zone of proximity reading range which is monitored half termly. All children have the opportunity to take home an additional 'free choice' library book.

Reading Curriculum at Lace Hill Academy

What do we need to know? Why?

Our children need to understand that reading is the gateway to life. We understand that children becoming engaged with reading from the beginning, is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading. Being a frequent reader is associated with a range of academic, social and emotional benefits for our children. Wide recreational reading expands our children's knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary. Such knowledge helps our children access the whole curriculum. Reading allows our children to adopt new perspectives, develop empathy and become more socially conscious, ready for our 21st century world. Our teachers and peers are role models to the children in celebrating reading, sharing their love of reading and recommending books. They bring reading in to all their teaching, maximising every reading learning opportunity, showing how it opens every door to the rest of the curriculum.

What do we need to experience? Why?

When a child leaves our school, they will...

- Be a confident person
- Be an independent thinker and self-starter
- Empathise with others
- Have an inquisitive mind
- Take risks with their learning
- Bounce back and move forward when faced with a challenge
- Be proactive and innovative
- Have a sense of belonging

I am a Lace Hill reader because...

- I can read fluently
- I can share the love of reading with those around me
- I enjoy a variety of books
- I feel confident to explore and use vocabulary I have read
- I use reading to deepen my understanding
- I can visualise what I read and make connection to the world around me

Substantive Concepts

Word Reading: Decoding and sight reading

We teach phonics through the Sounds Write programme as part of our approach to phonics. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.

Fluency

At Lace Hill Academy we believe that fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Vocabulary

We believe that it is crucial that children have explicit teaching of vocabulary across all areas of our curriculum. Teaching vocabulary gives children multiple exposure to words in varying contexts (speaking/listening, reading, and writing) This exposure enables our children to become confident in a word's meaning and use in context so that it will become part of their own repertoire.

Comprehension

Reading comprehension is the ability to read with a purpose to find new knowledge from written text and read for meaning. At Lace Hill Academy Book talk plays an integral part of our reading curriculum. Children learn a range of strategies to enable them to comprehend the meaning of what they have read. These include inferring meaning from context; summarising or identifying key points; retrieving information by copying key words, phrases from the text and making predictions based on what they have found out.

Disciplinary Concepts

- Developing vocabulary
- Inference
- Explaining
- Make predictions
- Retrieving information
- Summarising/sequencing



Reading Curriculum at Lace Hill Academy

Reading is a key focus across the curriculum and teachers plan in opportunities to read for pleasure and for purpose throughout the school day.

Environment

Children have access to a variety of reading spaces around school including:

Reading café

The reading café is open at break and lunch times; our children are encouraged to read for pleasure during their free time. The reading café is used throughout the day as a calm, comfortable place for children to read alone, with their peers and teachers. Teachers carefully plan book displays for the reading café that link to our whole school values, current affairs e.g. November- Black History Month, King Charles III coronation., As well as books in the café, children have access to audio books, iPads and magazines to show children that reading for pleasure can come in many different forms.

Classroom Libraries

Every classroom has a small library. The most important aspect of these areas are the books themselves. Teachers carefully plan books for these areas that link to specific curriculum areas the children are focusing on in lessons as well as current affairs and children's interests.

Outdoor Reading Dens

Children across EYFS and KS2 have access to outdoor reading dens. Within the reading dens are our reading suitcases. In the suitcases are a range of fiction, non-fiction, and poetry books for the children to enjoy reading together. Any pupil book recommendations are placed in the reading suitcases for children to browse.

Whole school reading events

Children need to see that reading goes far beyond the classroom and the curriculum. We expose children at Lace Hill to reading in the real world. Throughout the school year we plan specific trips and events to promote the love for reading. Some of these include:

- World Book day- Children dress up as their favourite book characters and participate in a whole school book study.
- Theatre trips linked to books, traditional tales. For example: Jack and The Beanstalk Pantomime, Tiger Who Came to Tea.
- Scholastic Book Fair
- Mystery Readers
- Parent/family lending libraries and book swaps
- Visits to local library/books shop
- Local author studies - visits to Roald Dahl Museum and Oxford Story Museum
- Reading competitions
- Termly reading newsletters shared with staff, pupils and families

Reading curriculum- What experiences do children have?

EYFS and Key Stage 1. We use phonics as a supporting strategy to teach the children to read. We use the Sounds~Write Programme.

Sounds~Write teaches children that:

- Letters are symbols (spellings) that represent sounds.
- Each sound may be represented (spelled) by a 1, 2, 3 or 4-letter spelling.
- The same sound can be spelled in more than one way (**goat, slow, note, toe, over**).
- Many spellings represent more than one sound (ea in **read** and **bread**).

The following skills are taught throughout the Sounds~Write program:

Blending – the ability to push sounds together to build words (c-a-t = cat)

Segmenting – the ability to pull apart the individual sounds in words (pig = p-i-g)

Phoneme manipulation – the ability to insert sounds into words and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound. It is important to note that speed and accuracy need to be achieved for all three of the above skills in order for them to become automatic.

Reading Curriculum at Lace Hill Academy

As well as phonics lessons children from Y1-6 participate in Whole Class Reading lessons (3-4 times a week)

What does a WCR lesson look like?

- Vocabulary check- Pupils exposed to new vocabulary.
- Fluency check- (KS2)-Pupils practise their reading fluency skills
- Independent, paired or group reading, appropriate to ability
- Book talk- class/paired discussion about what pupils have read.
- Where appropriate, a task may be set to deepen children's understanding of the text.

Key comprehension skills including vocabulary, inference, prediction, explanation, retrieval and summarising are taught through WCR, though not in isolation. Word reading is developed through our phonics programme Sounds-write and phrased and choral reading activities during whole class reading sessions. (Fluency check). Additionally, pupils Y2-6 have access to Accelerated Reader. Pupils take a star assessment termly to identify their ZPD level to ensure the books they are reading are at the correct level for their reading fluency and comprehension abilities.

Book warmers

Book warmers are introduced half termly, in advance of studying the class novel. The purpose of the book warmer is to diminish the gap between disadvantaged pupils, to level the playing field to empower all pupils with the knowledge at the beginning of the unit of learning.

Class novel time

All pupils at LHA listen to a story for 15 minutes daily as part of their class novel time. Class novel time promotes reading for pleasure and enables teachers to model fluency skills and share their own love for reading with the children.

Reading Volunteers

At Lace Hill Academy we have reading volunteers that come into school weekly to hear children read and share books together. We believe it is important that children are given lots of opportunities throughout the week to read aloud to different adults. Our reading volunteers enable our pupils to enjoy reading aloud and they give our children confidence to read aloud for different purposes. We also offer opportunities for parents to engage with our reader culture through our 'mystery reader' weeks, book fayres and promotional reading events such as World Book Day, and summer reading challenges.

Reading Curriculum at Lace Hill Academy

LHA Reading Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Class Novels	Key focus books	Elmer the Elephant David McKee	Gorilla Anthony Browne	The Boy Who Grew Dragons Andy Shepherd	The Land of Roar Jennie McLachlan	The Emergency Zoo Miriam Halahm	Malamander Thomas Taylor
	Funny Bones-Janet and Allan Ahlberg	Hairy Maclary from Donaldson's Diary Lynley Dodd	The Smeds and the Smooos Julia Donaldson	Nim's Island Wendy Oor	The Butterfly Lion Michael Morpurgo	Holes Louis Sachar	I am Malala Malala Yousafzai
	Owl Babies-Martin Waddell	We're Going on a Bear Hunt Michael Rosen	The Wolf's Story Anne Sibley	Owen and the Solider Lisa Thompson	Home Ground Alan Gibbons	The Explorer Katherine Rundell	Floodland Marcus Sedgwick
	Gingerbread Man- Mara Alperin	Billy the Beast Nadia Shireen	The Proudest Blue Ibtihaj Muhammad	Anisha, Accidental Detective Serena Patel	Varjak Paw S.F. Said	The Jamie Drake Equation Christopher Edge	The Last Wild Piers Torday
	Goldilocks- Mara Alperin	Grandad's Island Benji Davies	The Hedgehog Dick King Smith	Romans on the Rampage Jeremy Strong	The Miraculous Journey of Edward Tulane Kate DiCamillo	The Gauntlet Karuna Riazi	Clockwork Phillip Pullman
	The Three Little Pigs	Orion and the Dark Emma Yarlett	Diary of a Killer Cat Anne Fine	An Alien in the Jam Factory Chrissie Sains	The Lion, the Witch and the Wardrobe CS Lewis	The Boy with the Butterfly Mind Victoria Williamson	Little Badman and the Awful Aunties Humza Armshad
	Shark in the park- Nick Sharratt						The Final Year Matt Goodfellow
	Super worm- Julia Donaldson						
	<i>Further fiction, poetry and non- fiction texts linked to children's interests are used throughout the year.</i>						
Examples of supplementary Fiction Texts (Whole Class Reading Lessons)		Hansel and Gretel Brothers Grimm	Jack and the Baked Bean Stalk Collin Stimpson	The Creakers Tom Fletcher	The Maker of Monsters Lorraine Gregory	Where Monsters Lie Polly Ho-Yen	Beowulf Michael Morpurgo
		The Wish Tree Kayo Maclear	Lubna and the Pebble Wendy Meddour	Cinnamon Neil Gaimon	Street Child Bertie Doherty	When the Sky Falls Phil Earle	A Christmas Carol Tony Mitton
		On the Way Home Jill Murphy	Little Red Reading Hood	The Tunnel Anthony Browne	The Firework-Makers Daughter	The Girl who stole an Elephant	Mortal Engines Phillip Reeve

Reading Curriculum at Lace Hill Academy

		<p>Beegu Alexis Deacon</p> <p>Journey Aaron Becker</p> <p>The Owl who was Afraid of the Dark Jill Tomlinson</p>	<p>Lucy Rowland</p> <p>Dear Dragon Josh Funk</p> <p>Alice in Wonderland Lewis Carroll</p>	<p>The Ice Palace Robert Swindell</p> <p>Leon and the Place Between Graham Baker-Smith</p> <p>Queen of Darkness Tony Bradman</p>	<p>Phillip Pullman</p> <p>Saving Neverland Abi Elphinstone</p> <p>Wolf Brother Michelle Paver</p>	<p>Nizrana Far</p> <p>Running on the Roof of the World Jess Butterworth</p> <p>Tom's Midnight Garden Philippa Pearce</p> <p>The Dark is Rising Susan Cooper</p>	<p>Beetle Boy M.G Leonard</p> <p>The Hobbit J.R.R. Tolkien</p> <p>A Monster Calls Patrick Ness</p>
<p>Examples of Non-Fiction</p> <p>(Whole Class Reading Lessons)</p> <p>IT: Information Text B: Biography PB: Picture Book ET: Explanation Text F: Fiction linked to foundation subjects L: Letter I: Instructional text NR: News report D: Diary</p>	<p>It starts with a Bee</p> <p>Yucky worms</p> <p>The butterfly Bouquet</p> <p><i>Further fiction, poetry and non-fiction texts linked to children's interests are used throughout the year.</i></p>	<p>IT: Different Materials IT: Comparing Toys IT: Bonfire night NF: Diwali I: How to build a bug hotel F: Martha Maps it out R: London Postcard F: A walk in the woods Flora Martyn IT: Fruit or Vegetable? IT: Spring D: Garden Diary IT: The Wheel</p>	<p>IT: Castle Defences IT: Warwick Castle Visitor Leaflet IT: The Great Fire of London IT: Poppies IT: Shell Beach IT: Explorers F: Food Fight IT: The Equator I: What Plants need to grow IT: Adaptations IT: Learning to Swim IT: Woodland Habitats</p>	<p>IT: The Stone Age IT: Stone Age Food F: The Pebble In My Pocket by Meredith Hooper and Chris Coady IT: The Iron Age L: The Mediterranean Letter Home IT: Optical Wonders IT: The Mediterranean Sea IT: Magnes The Shepherd and the discovery of magnets (AB) IT: A Roman Invasion IT: Stone Henge ET: Why are tomatoes a fruit? IT: Romans: Hadrian's Wall IT: Seed to Sunflower Camilla De La Bedoyere</p>	<p>IT: Save the Bees PB: After the Fall (Dan Santat) IT: Unusual Adaptations to Habitats IT: What is Bullying? B: Greta's Story NR: Why do people wear poppies? IT: Amazing Animal Hearing IT: Settlements P: Refugees Brian Bliston IT: Rivers of the World B: Thomas Edison P: A River's Journey Angela Yardy IT: The River Nile – Travel Brochure E: Plasma PB: The Rhythm of the Rain Grahame Baker Smith IT: Ancient Civilisations- Ancient Egypt</p>	<p>IT: Treaty of Versailles D: Soldiers Diary IT: Chromatography B: Mavis Batey IT: Code-Breaking men of Bletchley Park L: Evacuee Letter IT: Types of Rainforests I: How to Survive IT: Conservation in the Rainforests IT: International Space Station IT: The History of Comic Relief ET: The Life Cycle of a flowering Plant PT: Eze-Eye-Strain Remover DT: Should School Uniforms be Gender Neutral? IT: What is Gravity? IT: Reproduction and Change IT: Resistance</p>	<p>IT: The Heart in History Blog: Journey of a Red Blood Cell NR: New shed issue 90 IT: The Vikings: The Oldest Parliament in the world IT: The Eye B: Albert Einstein IT: Volcanoes B: Benjamin Franklin NR: News Shed issue 32 F: Survivors B: Carl Linnaeus V: Cicada Shaun Tan B: Banksy NR: News shed issue 59 B: Charles Darwin IT: Greek City States DT: Are e-sports real sports? PB: Arrival Shaun Tan</p>

Reading Curriculum at Lace Hill Academy

					L: Eating and Digestion Letter from an allergy sufferer PB: Cloth Lullaby: The Woven Life of Louise Bourgeois (Amy Novesky)	IT: Understanding Autism	
Examples of Poetry (Whole Class Reading Lessons)		Dad and the Cat and the Tree Kit Wright Queue for the Zoo Claire Bevan My Colours Colin West Voices of Water Tony Mitton Bed in Summer R.L. Stevenson Missing Daisy James Carter	The Owl and the Pussycat Edward Lear Firework Night End Blyton Nature Trail Benjamin Zephaniah My Shadow Robert Louis Stevenson On the Ning Nang Nong Spike Milligan What is Pink? Christina Rossetti	The Lost Words Robert Macfarlane The Marrog R. C. Scriven The Sound Collector Roger McGough Cinquains – Brief Poems Adelaide Crapsey The Camel's Hump Rudyard Kipling Chocolate Cake Michael Rosen	The Tyger William Blake The British Poem Benjamin Zephaniah Snow and Snow Ted Hughes Macavity T.S Eliot What is the Sun? Wes Magee Don't be scared Carol Anne Duffy.	Jabberwocky Lewis Carroll If All the World Were Paper Joseph Coelho The Rainforest Grew All Around Susan K Mitchell Rum Tum Tiger T.S Eliot If Rudyard Kipling The Spider and the Fly Mary Howitt	Night Mail W.H. Auden Invictus William Henley The Raven Edgar Allan Poe The Highwayman Alfred Noyes Shall I compare thee to a Summer's Day William Shakespeare What Ever Happened to Lulu? Charles Causley

Reading Curriculum at Lace Hill Academy

LHA Reading Journey (Progression in Knowledge and Skills)							
Word Reading	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and sight reading	<p>Sounds Write</p> <p>Autumn Unit 1 (2wks) Unit 2 (2wks) Unit 3 (2wks) Unit 4 (2wks) Unit 5 (2wks) Unit 6 (2wks.) Unit 7 (2wks)</p> <p>Spring Unit 8 (2wks) Unit 9 (2wks) Wk 1 CCVC (Continuants) Wk 2 CCVC (non-continuants) Wk 2 CCVC (non-continuants) + Unit 11 /sh/ (fish/mash CVC) Unit 10 Unit 11 a-e</p> <p>Summer Bridging lessons Initial code: unit 11. Unit 11- /sh/ <sh> Unit 11 /ch/ <ch> Unit 11 /th/ <th> Unit 11 /k/ <ck> Unit 11 /ng/ Unit 11 /ng/ <ng> & <n> <ng> & <n> Unit 11 /k/w <q> <u> Unit 11 /w/ <wh></p>	<p>Sounds-Write</p> <p>Autumn Consolidation of Initial Code 9-11 Extended code – Starting at Unit 1.</p> <p>Spring/Summer Continue Extended code at /oe. Then introduce Polysyllabic level lessons alongside</p>	<p>Sounds Write</p> <p>Continue Extended code from Y1 end point. (A combination of baseline assessment and teacher handover will inform starting points) This if often around Unit 25. The units will consolidate known spellings and include more spellings)</p> <p>Teachers to continue Polysyllabic level lessons.</p> <p>Once children have acquired the phonic code to at least unit 25, children have the code knowledge to move to Accelerated Reader.</p> <p>They will take a Star Test to ascertain which book they should start on and will then take tests after each book to determine next steps</p>	<p>Word reading: apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of unfamiliar words they meet and read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Word reading: apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of unfamiliar words they meet and read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Word reading: Children should be taught to apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of unfamiliar words that they meet.</p>	<p>Word reading: Children should be taught to continue to apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet.</p>

Reading Curriculum at Lace Hill Academy

	<p>Nursery- Engage in extended conversations about stories.</p> <p>Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing Develop their phonological awareness, so that they can: spot and suggest rhymes, count, or clap syllables in a word, recognise words with the same initial sound</p> <p>Learn the initial code unit 1 sounds</p> <p>Reception- Re-read phonics books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Pupils should be taught to: Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings .ad other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read books aloud, accurately, that are</p>	<p>Pupils should be taught to: Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings .ad other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll],</p>				
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Reading Curriculum at Lace Hill Academy

	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read a few common exception words matched to the school’s phonic programme</p> <p>ELG-Say a sound for each letter in the alphabet and at least 10 digraphs;</p>	<p>consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>and understand that the apostrophe represents the omitted letter(s).</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and</p>				
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Reading Curriculum at Lace Hill Academy

	ELG- Read words consistent with their phonic knowledge by sound-blending; ELG-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		<p>sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>				
Fluency	Early Years	Key Stage 1	Key Stage 2				
	<p><u>Nursery</u></p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>	<p>Children in Key stage 1 continue to build upon their phonic knowledge learnt in Reception to blend phonemes from left to right and use sound buttons to support them to blend phonemes need to understand that there are different types of books, and that print can have different purposes and meaning. Children need to understand that there are different parts of a book and that we read print from left to right, top to bottom. Children also need understand that books have pages in sequence.</p> <p><u>Accuracy-</u></p> <p>Children read from left to right.</p> <p>Children use the sounds they know to blend phonemes from left to right.</p>	<p><u>Accuracy</u></p> <p>Children read from left to right</p> <p>Children use the sounds they know to blend phonemes in unfamiliar words.</p> <p>Children still use phonics knowledge to read polysyllabic words</p> <p>Children confidently use punctuation to add pauses in appropriate places.</p> <p>Children can self-correct when they make a mistake by rereading the sentence or word.</p> <p><u>Automaticity-</u></p> <p>Sight reading, Children read words they know quickly without hesitation.</p> <p>Children automatically track print with their eyes or finger.</p> <p><u>Prosody</u></p> <p>Children use intonation in their voice to read with expression.</p> <p>Children read rhythmically.</p>				

	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p><u>Early Years-</u> <u>Reception</u> <u>Accuracy-</u> Children read from left to right. Children use the sounds they know to blend phonemes from left to right. Children use sound lines to blend phonemes of unfamiliar words Children can track print with their finger</p> <p><u>Automaticity- Child</u> <u>ren</u> can self-correct when they make a mistake. Children begin to re-read a sentence or word when it does not sound right. Children break the flow of speech into sections.</p>	<p>Children use sound lines to blend phonemes of unfamiliar words Children can track print with their finger <u>Automaticity- Children</u> can self-correct when they make a mistake. Children begin to re-read a sentence or word when it does not sound right. Children break the flow of speech into sections. <u>Prosody-</u> Children read in a rhythmic way. Children take notice of punctuation in print. Children begin to use their voices to read with expression and understanding.</p> <p>Children should be reading above a rate of 90 words per minute by the time they reach the end of Year 2.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Reading Curriculum at Lace Hill Academy

Prosody-

Children read in a rhythmic way.
Children take notice of punctuation in print.
Children begin to use their voices to read with expression and understanding.

Reading Curriculum at Lace Hill Academy

Comprehension	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Nursery Talk about their favourite books</p> <p>Recall stories that they have heard before.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Recall how a story started and ended</p> <p>Reception Retelling familiar stories following a story map.</p> <p>Talk about the difference between non-fiction and fiction books and how they can be used.</p> <p>Act out stories in the role play area and small world.</p> <p>Draw a story map and retell the story in their own words</p> <p>ELG- Anticipate where appropriate</p>	<p>Listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently.</p> <p>Identify the sequence of events in books</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read</p>	<p>Pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings</p>	<p>Pupils will develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read.</p> <p>Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p>Retrieve and record information from a given text extract</p> <p>Asking questions to improve their</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Confidently retrieve and record information from fiction/non-fiction, using techniques such as scanning and underlining.</p>	<p>Children should be encouraged to maintain positive attitudes to reading and an understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Understand what they have read by: Checking that the book makes sense to them,</p>	<p>Children should be encouraged to maintain positive attitudes to reading and an understanding of what they read by: Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience.</p> <p>Understand what they have read by: Summarising the main ideas drawn from more than 1 paragraph, identifying key details that</p>

Reading Curriculum at Lace Hill Academy

	<p>key events in stories;</p>	<p>accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Making inferences based on what is being said and done.</p> <p>Answering and asking questions.</p> <p>Predicting what might happen based on what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say</p> <p>Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</p>	<p>of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Making inferences based on what is being said and done</p>	<p>understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns, and listening to what others say.</p>	<p>discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.</p>	<p>support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>
--	-------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reading Curriculum at Lace Hill Academy

			<p>Answering and asking questions about simple information in the text.</p> <p>Predicting what might happen based on what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</p>				
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Reading Curriculum at Lace Hill Academy

Vocabulary	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Nursery Talk about their favourite books.</p> <p>Recall stories that they have heard before</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Retelling familiar stories</p> <p>Remembering some repeated phrases from familiar stories.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception Children can retell familiar stories following a story map.</p> <p>Children understand and know what a star word is.</p>	<p>Children Talk about the meaning of some simple words and how they link to other words they know.</p> <p>Children use reading strategies taught to read unfamiliar words.</p> <p>Children join in with predictable phrases.</p> <p>Children use vocabulary given by the teacher.</p> <p>Children can discuss his/her favourite words and phrases.</p>	<p>Children can discuss and clarify the meanings of words; link new meanings to known vocabulary.</p> <p>Children can discuss their favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems.</p>	<p>Children will be able to use dictionaries to check the meaning of words that they have read.</p> <p>Children will feel confident to discuss words that capture their interest or imagination.</p> <p>Children will begin to understand how to identify how language choices help build meaning.</p> <p>Children will be able to develop understanding of the meaning of words by reading the whole sentence/paragraph.</p> <p>Children will be able to find and discuss synonyms for unfamiliar words they have read to help them build their bank of vocabulary.</p>	<p>Children continue to use dictionaries to check the meaning of words that they have read.</p> <p>Children can use a thesaurus to find synonyms.</p> <p>Children discuss why words have been chosen and the effect these have on the reader.</p> <p>Children explain how words can capture the interest of the reader.</p> <p>Children discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Children find the meaning of unfamiliar words using the context of the sentence and text they are reading.</p>	<p>Children explore the meaning of words in context, confidently using a dictionary</p> <p>Children discuss how the author's choice of language impacts the reader.</p> <p>Children evaluate the authors use of language.</p> <p>Children investigate alternative word choices that could be made.</p> <p>Children begin to look at the use of figurative language.</p> <p>Children use a thesaurus to find synonyms for a larger variety of words.</p> <p>Children can re-write passages using alternative word choices.</p> <p>Children read around the word' and *explore its meaning in the broader context of a section or paragraph.</p>	<p>Children evaluate how the authors' use of language impacts upon the reader.</p> <p>Children find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Children discuss how presentation and structure contribute to meaning.</p> <p>Children explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>

Reading Curriculum at Lace Hill Academy

	<p>Children can talk about the difference between non-fiction and fiction books and how they can be used.</p> <p>Children act out stories in the role play area and small world.</p> <p>ELG- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>ELG-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p>						
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--