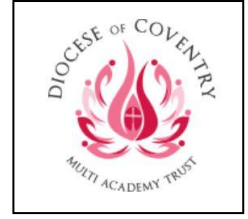




Leamington Hastings C of E Academy

Reading Curriculum



At Leamington Hastings C of E Academy we understand that reading skills are central to the school curriculum, with children being taught both word level and comprehension skills. Children are taught early book skills in nursery such as talking about a picture and holding a book correctly. The children in nursery also learn early reading skills through rhythm and rhyme activities and oral blending and segmenting. These skills are then built upon as children learn to read in later year groups, always using the strategy of using phonics skills to decode words that are not read on sight. Children in Reception and Year 1 take home 1 reading book per week that is linked to the phonics taught in the class that week. It is an expectation that this book is read several times over the course of the week, building the child's fluency and spotting the key graphemes within words in the book. Once secure with the phonics book, children have the opportunity to read further books at the same level to support reading breadth and depth. Year 2 children take home reading books to practise their reading, matched to their individual reading level. Items such as phoneme spotters or phonics books may also be used when children are taught new graphemes. Along with reading skills taught within identified lessons, children throughout the school all have an identified reading time within their timetables. During this time, the class teacher reads the class a mixture of fiction, non-fiction and poetry texts to expose children to a wide range of high-quality texts, increasingly complex vocabulary and to promote reading for enjoyment. Children in nursery also take part in a daily rhyme time to help the children develop language acquisition, speech development and sound discrimination. All curriculum subjects taught in school promote high standards of language and literacy.

Aims

Throughout the Reading curriculum children will:

- Experience an immersion in high quality texts
- Quickly sound out and blend unfamiliar words with confidence
- Learn how to read age appropriate texts easily and fluently
- Read and comprehend increasingly complex vocabulary
- Recognise and joining in with predictable phrases
- Make predictions
- Develop a good understanding of what they have read
- Be encouraged to link what they read or hear to their own experiences
- Develop the habit of reading widely and often, for both pleasure and information
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently during class reading time

Children will also apply their knowledge of reading throughout other subjects in the curriculum, such as history or science, where they will demonstrate age-appropriate skills.

* This document should be read in conjunction with the phonics progression grid

	Nursery Rising 3s	Nursery Pre-School	Reception	Year 1	Year 2
Pre-reading skills	Enjoys rhyming and rhythmic activities, using instruments and clapping to join in with beats, songs and nursery rhymes.	Spots and verbally continues a rhyming string.			
		Recognises rhythm in spoken words.			
	Shows an interest in books and print in the environment.	Listens to stories with increasing attention and recall.			
		Knows that print carries meaning and in English is read from left to right and top to bottom.			
	Handles books carefully.	Recognises alliteration e.g. recognises objects from a group with the same initial sound - bat, bug and box.			
	Holds the book the correct way up and turns the pages from left to right.	Can name different parts of a book e.g. cover, title, author and page number.			
		Can orally blend words e.g. when an adult says c-oa-t the child responds with coat.			
		Can clap, count or represent the number of syllables in a word.			
		Hears and says the initial sounds in words.			

Word reading	Begins to recognise some letter shapes from their own name.	Recognises familiar words and signs such as their own name.	Name individual letters and blend the graphemes to read words, including single syllable words and those that are polysyllabic.	Recognise the phase 5 phonemes taught, using their phonic knowledge to decode words.	Recognise all phonemes taught, using their phonic knowledge to decode words, including polysyllabic words.	
			Recognise the phase 2 and 3 graphemes taught, using their phonic knowledge to decode words, including real and nonsense words.			
			Read words containing adjacent consonants and phase 3 digraphs and trigraphs.	Read words containing adjacent consonants and phase 5 digraphs, including real and nonsense polysyllabic words.		
			Knows information can be relayed in the form of print for different purposes e.g. a menu, signs, a logo or letter	Use phonic knowledge as the main route to decoding unknown words with phonemes taught so far.	Use phonic knowledge as the main route to decoding unknown words with phonemes taught so far.	Use phonic knowledge as the main route to decoding unknown words with phonemes taught so far.
					Read words containing the taught suffixes of -er, -ed, -ing and -est where no changes in the route word are required.	Read words containing the taught suffixes of -er, -ed, -ing, -ly, -ment, -ness, -ful, -y, -s, -es, -less and -est where spelling changes in the route word are required.
				Read the Reception tricky words (Little Wandle – see Phonics Progression Grid).	Read year 1 tricky words (Little Wandle – see Phonics Progression Grid).	Read year 2 common exception words (see Phonics Progression Grid).
					Read most of the first 100 high frequency words.	Read all of the first 100 high frequency words and words.

					move onto reading the next 200 words.
				Read simple contractions, recognising that the apostrophe represents a missing letter / s.	Read contractions, recognising that the apostrophe represents a missing letter / s.
			Read words and sentences containing aspects from the columns above accurately and fluently, re-reading books to build up the confidence, fluency, understanding and enjoyment.	Read words and sentences containing aspects from the columns above accurately and fluently.	Read words and sentences containing aspects from the columns above accurately and fluently.
			With the support of an adult, re-read what is read to make sure it makes sense.	Begin to self correct inaccurate reading to ensure it makes sense.	Self correct inaccurate reading to ensure it makes sense.
	Joins in with some familiar nursery rhymes and chants when they are verbalised by an adult.	Sing nursery rhymes and chants by heart.	Join in with and recognise repeated words and phrases when reading books.	Recite some simple poems and rhymes by heart.	Recite some poems by heart with appropriate intonation.
	Begin to join in with simple repeated words and phrases in books when they are read to.	Joins in with reading repeated words and phrases in books when they are read to.			
			It is expected that children will leave Reception reading within the phase 3 or 4 sets of books with accuracy and prosody.	It is expected that children will leave Year 1 reading within the phase 5 set of books with accuracy and prosody.	It is expected that children will have moved beyond the phonetically decodable reading books by the end of KS1.

Comprehension	With the scaffolding of an adult, re-enacts stories they have heard in their play.	Re-enacts stories they have heard in their play.	Understands the simple structure of a story e.g. beginning, middle and end.	Retell stories and explain what has happened so far in books that they have read, using vocabulary from the book and referring significant events.	Retell stories and explain what has happened so far in books that they have read, using vocabulary from the book and referring events in increasing detail.
			Re-enacts and reinvents stories they have heard in their play.		
			Demonstrates an understanding of what has been read by retelling stories using their own words and recently introduced vocabulary.	Discuss new word meanings, making links with words that are already known.	Learn word meanings for increasingly complex vocabulary.
			Read and demonstrate an understanding of simple sentences using the GPC taught.	Link what has been read to their own experiences.	Discuss the sequence of events in books and how items of information are related, including cause and effect e.g. how earlier events caused a character to act that way.
		Can recall some details from a book read to them.	Recall key events from books they have read e.g. the beginning, middle and end.		Effectively summarise books that they have read e.g. into 5 key sentences.
			Identify and read the title of a book.	Begin to discuss the significance of the title in age appropriate books.	Identify the significance of the title in age appropriate books, making links to key events.
Can talk about the book they have read e.g. might say the name of the main character	Describes main settings, events and characters in an age appropriate way e.g. might describe Goldilocks as being in the 3 Bears' house and the simple actions Goldilocks took.	Begin to answer simple verbal questions that involve remembering information about key events from a text.	Answer verbal retrieval questions in books that have been read independently or together as a group or class.	Answer verbal and written retrieval questions in books that have been read independently or together as a group or class.	

			Begin to make simple verbal inferences together as a group.	Answer verbal inference and deduction questions in books that have been read independently or together as a group or class.	Answer verbal and written inference and deduction questions in books that have been read independently or together as a group or class.
				Begin to make links between books and those with similar themes, characters, authors etc.	Make links between books and those with similar themes, characters, authors etc. as a detailed response.
		Suggests something that might happen in a story.	Suggests the next key event that might happen or how the story might end.	Make a prediction about what might happen within a book.	Make increasingly detailed predictions about what might happen within a book, basing it on what has been read so far.
				Identify examples of adjectives within a text, linking this to their grammar lessons.	Identify examples of expanded nouns, verbs, adverbs, nouns, adjectives within a text, linking this to their grammar lessons.
					Discuss words and phrases that capture the readers interest.
	Attentively listen to stories read by adults, being exposed to new vocabulary.	Attentively listen to and engage in extended conversations about stories, learning new vocabulary.	Uses spoken vocabulary that is increasingly influenced by a range of books.	Discuss favourite words and phrases, giving reasons for their choices.	Discuss and clarify meanings of new words, linking new meanings to known vocabulary.
			Knows that information can be retrieved from books.	Identify a book as fiction or non-fiction, giving reasons to explain why.	Identify features of an increasing range of fiction, non-fiction and poetry texts. Understand that non-fiction books can be organised in different ways.

		Demonstrate stamina for reading by reading chapter books; returning at different points in time and discussing what has been read so far.
	Share personal opinions about books from a range of genres, including those beyond which they can read independently.	

Appendices:

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 <i>/ai/ ay play</i> <i>/ow/ ou cloud</i> <i>/oi/ oy toy</i> <i>/ea/ ea each</i>	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
<i>/ur/ ir bird</i> <i>/igh/ ie pie</i> <i>/ool/ /yool/ ue blue rescue</i> <i>/yool/ u unicorn</i> <i>/oa/ o go</i> <i>/igh/ i tiger</i> <i>/ai/ a paper</i> <i>/ee/ e he</i> <i>/ai/ a-e shake</i> <i>/igh/ i-e time</i> <i>/oa/ o-e home</i> <i>/ool/ /yool/ u-e rude cute</i> <i>/ee/ e-e these</i> <i>/ool/ /yool/ ew chew new</i> <i>/ee/ ie shield</i> <i>/or/ aw claw</i>	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
<p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p>any many again who whole where two school call different thought through friend work</p>

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



where reading year
1 common exception



where reading year
2 common exception

100 High Frequency Words

the
and
a
to
said
in
he
I
of
it
was
you
they
on
she
is
for
at

his
but
that
with
all
we
can
are
up
had
my
her
what
there
out
this
have
went

be
like
some
so
not
then
were
go
little
as
no
mum
one
them

do
me
down
dad
big
when
it's
see
looked
very
look
don't
come
will

into
back
from
children
him
Mr
get
just
now
came
oh
about
got
their
people
your
put
could

house
old
too
by
day
made
time
I'm
if
help
Mrs
called
here
off
asked
saw
make
an

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	wish
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	work
been	different	fly	he's	lived	never	ran	stopped	trees	would
before	dog	food	head	long	new	really	suddenly	two	yes
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	