



Reading

How is the Reading curriculum adapted for Lammack children?

At Lammack, we aim for all of our children to be fluent readers and develop and maintain an excitement and a love for reading. The love for reading is a whole school expectation and is modelled by everyone across the school. In addition to the explicit teaching of phonics, early reading and whole class reading, opportunities for children to develop their reading skills are plentiful, including visits to the school library, class reading books, designated reading areas in classrooms, the annual visiting Book Fair and celebrations surrounding World Book Day. All of this allows our children to leave Lammack as confident, fluent readers with a high level of self-esteem and a fantastic reading foundation to build on and further develop as they move onto the next stage of their education and beyond.

How this subject is taught

At Lammack, we take a whole class approach to reading. Throughout each week, children are given an opportunity to discuss a text and develop their love for reading. Typically, reading sessions follow this sequence:

- Vocabulary
- Book talk
- Targeted questions
- Whole class modelled answers
- Love for reading

National Curriculum - Reading Content Domains

The National Curriculum reading content domains are central to our planning and each session focusses on at least one of these domains:

- 2a – give/explain the meaning of words in context
- 2b – retrieve and record information / identify key details from fiction and non-fiction
- 2c – summarising main ideas from more than one paragraph
- 2d – make inferences from the text / explain and justify inferences with evidence from the text
- 2e – predict what might happen from details stated and implied
- 2f – identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g – identify / explain how meaning is enhanced through choice of words and phrases
- 2h – make comparisons within a text



Foundation Stage

Foundation Stage teachers teach reading and listen to each child read daily. Children are also given opportunities to develop their love for reading within the 3 Prime areas and 4 Specific areas of the EYFS curriculum. We have personalised Lammack reading records to provide parents with ideas, terminology and example words to support children at home. The reading books take the form of Phase 1, 2, 3 or 4 in line with the phonics phases. They introduce sounds in a similar order to our teaching of phonics in school and encourage blending.

Key Stage One

In Key Stage One, reading is split into two areas: Comprehension and Word Reading.

Year One

Pupils shall be taught to:

- apply phonic knowledge and skills to decode words;
- respond speedily with the correct sound to graphemes;
- read accurately by blending sounds in unfamiliar words;
- read common exception words;
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings;
- read other words of more than one syllable that contain taught GPCs;
- read words with contractions for omitted letters;
- read books aloud, accurately, that are consistent with their phonic knowledge;
- reread these books to build up their fluency and confidence in word reading;
- develop pleasure in reading, motivation to read, vocabulary and understanding;
- understand the books they can read accurately and those they listen to;
- participate in discussion about what is read to them, taking turns and listening;
- explain clearly their understanding of what is read to them.

Year Two

Pupils shall be taught to:

- continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent;
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes;
- read accurately words of two or more syllables;
- read words containing common suffixes;
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word;
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered;
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation;
- reread these books to build up their fluency and confidence in word reading;
- develop pleasure in reading, motivation to read, vocabulary and understanding;
- understand both the books that they can already read accurately and fluently and those that they listen to;



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- 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;
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Key Stage Two

In Key Stage Two, reading is split into two areas: Comprehension and Word Reading. Learning builds upon the knowledge and understanding acquired in the Foundation Stage and Key Stage One.

Year Three & Four

Pupils shall be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in The National Curriculum - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet;
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word;
- develop positive attitudes to reading and an understanding of what they read;
- understand what they read in books that they can read independently;
- identifying how language, structure, and presentation contribute to meaning;
- retrieve and record information from non-fiction;
- 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.

Year Five & Six

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in the National Curriculum [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet;
- maintain positive attitudes to reading and an understanding of what they read;
- understand what they read;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;
- distinguish between statements of fact and opinion;
- retrieve, record and present information from non-fiction;
- 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;
- 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;
- provide reasoned justifications for their views.



LAMMACK
PRIMARY SCHOOL

Reading

How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of modelled answers so that children know what their next steps are. Children are formally tested three times a year. Teachers also use a range of assessment procedures that inform planning and track the progress of pupils, ensuring swift intervention for any child who are not making expected progress. Attainment and progress is reported to parents at parents' evenings, through mid-year progress reports, in the end of year report and through ongoing dialogue between home and school.