

Reading at Lacewood

Reading in Foundation focuses on the development of:

- Enjoying, engaging and joining in with stories, rhymes and poems.
- Using a variety of texts in different ways with an awareness of how to use key features such as: title, cover, blurb, illustrations, directionality etc.
- Talking about main characters, setting and events from stories.
- Linking sounds to letters, decoding, segmenting and blending skills
- Developing knowledge of Tier 2 vocabulary
- Reading some high frequency words

By the end of Foundation we aim to ensure most children:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge and sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

Activities used to develop reading skills:

- Regular story telling which is fun and exciting – bringing the story to life
- 10 core stories which are shared regularly and linked resources added to provision
- T4W used to develop familiarity with texts, vocabulary and language features
- RWI (including 1-1 activities throughout the day)
- Letters and sounds / phase activities in FS1, alongside RWI
- Shared reading activities to identify and reinforce key features
- Drama activities and provision enhancements linked to stories / rhymes
- Reading journals for home/school (linked to blank levels)
- Book nooks, reading areas linked to core stories, key authors and themes of interest.
- Rhyme time and Tall Tales in FS1
- Encouraging children to apply their reading skills independently throughout the setting.

Reading in Key Stage 1 focuses on developing:

- Enjoyment and having a love of reading, encouraging children to initiate reading for themselves.
- Segmenting, blending, decoding and grapheme – phoneme correspondence skills.
- Reading of high frequency and common exception words instantly (Red words in RWI) and key words in Y1.
- Transferring phonetical knowledge into their own reading / guided reading.

By the end of Key Stage 1 we aim to ensure most children:

- Can read with fluency (pace) without blending, with intonation and expression; taking into account punctuation used
- Retrieve information with increasing accuracy
- Sequence information and events.
- Infer meaning from texts
- Summarise simple texts
- Interpret author's use of vocabulary, including meanings in context of a sentence, based on what is read.
- Understand how information is organised e.g.: glossary, contents, heading etc.

Activities used to develop reading skills:

- RWI (Daily) / 1-1 support
- Comprehension (Y2) – including SPAG related lessons
- Individual reading 1-1
- Guided reading
- Whole class story time
- T4W – rehearsing and creating stories / learning walls
- Books on display for topic themes

Reading in Key Stage 2 focuses on developing:

- A passion for reading and a preference for a particular author's work.
- A wide vocabulary range (including technical) Weekly introduction to new terminology through Lacewood Lexicon.
- Taking meaning from the text and forming own personal opinions.
- Skimming and scanning skills to pin-point information quickly.
- Reading with fluency and expression; having a good awareness of punctuation and how it affects meaning when reading – including ambiguity.
- Familiarity with a range of texts and genres (including poetry) and the key conventions and layout of texts.
- Using PE (Y4) and PEE (Y5/6) as a way of providing justification and evidence to support answers.
- A deeper understanding of chronology and the ability to extract information to sequence events from longer texts.

By the end of Key Stage 2 we aim to ensure most children:

- Are able to make inferences, drawing on evidence from the text
- Are familiar with, and can recite, poetry (including classic poetry)
- Can use the library (including the Dewey decimal system) to access resources for personal research
- Understand vocabulary which is wide ranging and at times subject specific
- Read at speed, while also developing a good understanding of what has been read

Activities used to develop reading skills:

- 1-1 reading
- Pre read / Guided reading
- Whole class comprehension
- Class novel study
- Individual reading time in class book corner
- Topic research
- RWI / Fresh Start
- Model texts in literacy
- Books sent home