



Reading Curriculum at Lea Hall Academy

At Lea Hall Academy, Reading and the teaching of Reading are the foundation of our curriculum and the cornerstone of preparing our young people for an independent and successful future life. In developing our reading curriculum we give due regard to the DfE Reading Framework (July 2023), the Ofsted research paper 'Telling the story: the English education subject report' alongside research and documentation from our systematic and synthetic phonics programme (ReadWriteInc.) to ensure that our curriculum focusses on word reading, comprehension (both listening and reading) and develops a love of reading in our learners. We are also using the research carried out by Open University with the support of the local literacy hub to develop our provision of Reading for Pleasure.

Intent



Reading Curriculum at Lea Hall Academy

Extensive research shows that reading and the love of reading has a range of academic, social and emotional benefits. Higher performance can be seen across the curriculum, e.g. performance in mathematics is improved in those who are confident readers. Importantly for our setting, regular reading has been demonstrated to heighten social and emotional wellbeing. Reading can offer young people an escape from their daily challenges and allow them to gain a new perspective on situations by becoming more socially conscious and developing positive character traits such as empathy. Lea Hall Academy, therefore, has a fundamental role to play in ensuring that all our young people learn to read and to approach the teaching of reading in a way that can successfully overcome the many barriers to learning faced by our young people.

We aim to develop an understanding of the importance of reading and to instil an enjoyment of reading in all our learners. In order that our learners become confident readers, we first ensure that they develop confidence in phonics. All learners are taught how to word read (decode) with fluency and to have developed secure language comprehension skills.

Pupils have the opportunity to read and are read to throughout the day. They have access to a variety of books in class and in the library that reflect their own realities, as well as providing an insight into the lives of others and a range of cultures. Texts available include non-fiction, classic novels, modern fiction, myths and legends, poetry and plays.

Rationale

Phonics

At Lea Hall, we teach phonics through our chosen Systematic Structured Phonics programme, ReadWriteInc (RWI). By following the programme closely, we ensure that our pupils have a consistent and effective start to their reading journey. By using the storybooks from RWI, students are given opportunities to look deeper into engaging texts, discussing characters and transferring their phonics knowledge into simple sentences.

Pupils' phonics knowledge is assessed every half term. This is to ensure progress and to identify any gaps in pupils learning so that they can be addressed quickly. Key Stage 2 pupils work through the RWI storybooks and groupings, with daily sessions, once pupils are assessed to have succeeded with the final group, (Grey) they are added into the RWI reading comprehension group to maintain the flow and structure of grouped sessions to ensure they have a good grasp of the sounds and can read with fluency and intonation.

At Lea Hall, we understand that a good phonics knowledge is the foundation on which all future reading is based on. For this reason, we ensure that all pupils are given the phonics tuition required.



If pupils in Key Stage 3 still have need for phonics tuition, we have access to the RWI Fresh Start Phonics programme. By doing short sessions daily, and assessing half termly, we are able to address misconceptions and bridge gaps in pupils' phonics knowledge to ensure that all pupils have the skills they need to read confidently and fluently.

After phonics

Once pupils have grasped a good knowledge of phonics, they move on to use our Accelerated Reader program. Accelerated reader starts with an assessment that gives us a range in which books offer an appropriate level of complexity and vocabulary without being too challenging or frustrating. Pupils can choose outside of this zone as we wouldn't want to limit a pupil's exposure to literature, however, we would encourage them to balance this with a book within their range.

All pupils at this level will choose an appropriate book from the library and be given time to read this book within Reading for Pleasure sessions as well as taking the book home. Once the book has been read, they will complete a quiz through the Accelerated Reader website. Pupils can gather points based on the book they have read to give further motivation. This also helps to build a clear picture of the pupil's knowledge and understanding of the books they are reading.

Pupils carry out a Star Reader assessment every term. This measures pupils' reading ability, especially focussing on word reading and reading comprehension. This data helps us to identify any pupils that are not making progress with their reading or those that may need further support or intervention.

Interventions

At Lea Hall, we are fully aware that it is our responsibility to equip the pupils with adequate reading skills and so we aim to identify those pupils falling behind at the earliest opportunity. By using the Star Reader assessments, pupils are graded as requiring intervention, on watch or working at or above their reading age. Any pupils that are identified as needing intervention are put into our Rapid Reading intervention. Rapid Reading is a finely levelled set of texts and activities that support pupils reading development, covering fluency and comprehension. We follow the programme with fidelity allowing pupils to work 1:1 with an adult three times a week and are reassessed half termly.



Prioritising Reading

Diversity in the curriculum

Diversity within our reading curriculum is really important at Lea Hall. We understand that quality texts have a way of adding great value to pupils' knowledge and understanding of the world. Our Reading Spine has a range of texts and authors that have been chosen specifically to both enable our students to resonate with and identify with the characters, seeing themselves in the texts as well as providing them with a different context or range of experiences the pupils would not be exposed to.

Class Reading Areas

In Key Stage 2, each classroom has a reading space and every Key Stage 3 classroom has a reading display. Due to the needs of the pupils, this may look different in each room. The reading areas in all classrooms celebrate books that have been read, have a range of new texts as well as a quiet and calm place for pupils to retreat to enjoy their chosen text.

School Library

We have an incredibly well stocked library at Lea Hall, and we understand that pupils should be given access to a wide and broad range of texts. Every class has at least two timetabled slots with extra key stage allocated slots. Our library has an area full of picture books available for all pupils, as well as a section designated to Accelerated Reader books. As well as joy and pleasure that can be achieved through reading fiction, we are fully aware of the benefits of reading non-fiction books, so there are many shelves of non-fiction books available for our students. Pupils are able to use our Libresoft catalogue system to search for and borrow books so that they can take them home. This software allows us to monitor the books being borrowed in order to support pupils and refresh collections as required.

Reading Programme of Study

Reading Assessment

Those pupils that are still using RWI phonics or Fresh Start are assessed every half term as per the programme specifications. Those pupils who have a sound knowledge



of phonics are assessed using Accelerated Reader's Star Reading assessment, every term. Any students receiving Rapid Reading are assessed every half term. This enables us to build a picture of the pupils as a reader and enables us to support our pupils in choosing books that is going to have maximum impact on a child's reading journey.

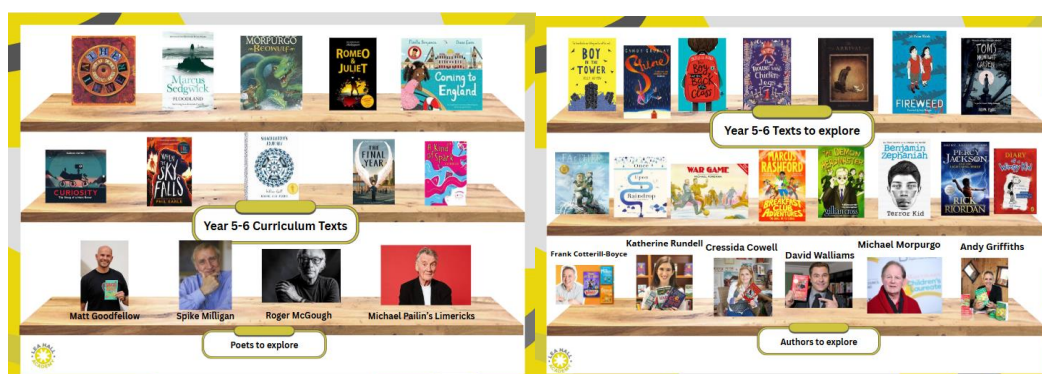
Curriculum Texts

Our English curriculum is based around a collection of quality texts which exemplify the English language. As well as having quality written word modelled for them, we can use these as a rich starting point to prompt different types of writing, such as diary extracts from a character's point of view. Also, by selecting appropriate texts, these can help support other curriculum areas and vice versa, for example, learning about Air Raids and life in World War 2 when using the text – 'When The Sky Falls' by Phil Earle. These texts have been carefully selected to ensure that there is a progression of complexity of text being taught as the pupils move through school.

Reading for Pleasure

The Open University research shows that pupils choose texts to read for many different reasons. At Lea Hall we want to encourage all pupils accessing texts that suit their needs and interests. Some students may want to read football match reports, whereas other may want to read about WW2 aircraft. We are also aware that pupils may need to access this in different ways. Every class has a 15-minute Reading for Pleasure slot every day. This is there to allow pupils the flexibility and access texts that appeal and are accessible to them. This may include sharing a class reader with the class staff, watching a YouTube video of a picture book being read, listening to an audiobook or reading a webpage discussing a recent sport event.

As well as structured English curriculum, we have a progressive reading spine which supports teachers in sharing quality texts with their classes and provides a core library of essential reads for our pupils. These include a range of texts that are age appropriate, authors that can be explored as well as poets and their work which can be shared and enjoyed.



This is by no means an exhaustive list and at Lea Hall, we are fully aware that new, exciting books are coming out all of the time, so this reading spine will be monitored and adjusted regularly.

Home Reading

At Lea Hall, we endeavour to work closely with all of our stakeholders and those involved in our pupils' lives. We are committed to supporting our families by offering sessions in which parents and carers come in to school and we share with the parents how we teach early reading and its importance. As part of the RWI Phonics programme, we work with pupils on reading a text within the classroom over a few days. When a child is more confident with that text, we can then send it home. Pupils are also able to take home books from the library, including Accelerated Reader books.

Celebrating Reading and Reading Events

Each year, Lea Hall has a calendar of events to promote texts and reading as well as involve other stakeholders within the pupils' reading journey. Some of these events have included a pumpkin decorating competition with a spooky storytelling session, joining in with Storytelling week promoted by The National Literacy Trust as well as World Book Day. In 2025, staff took the World Book Day vouchers and exchanged them for a variety of books which were then sent home for all members of the family to enjoy together, including sending the picture books home with capable readers so that they could share them with younger siblings.

As well as encouraging pupils, we want to include parents, carers and siblings. By having parent workshops booked across the academic year, parents and carers are invited into school to share reading sessions with pupils as well as have discussions with staff on Lea Hall's reading offer. These have so far included-

- How we teach early reading/phonics
- How to have informal book talks with your child
- How you can support your children's reading over the summer holidays.

Any resources or handouts that are provided for these sessions are then sent home with all pupils.

At the end of every term we have a celebration assembly where awards are given for improvements in reading. Parents are invited to attend these also.







Example of a leaflet for parents.



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