

Millside's Reading Curriculum

At Millside Spencer Academy, we believe that reading is the foundation for all learning and a core component of our SHINE curriculum. Our reading curriculum is designed to foster a lifelong love of reading in our pupils, equipping them with the essential skills and knowledge to become confident, fluent readers. We have crafted a bespoke reading approach that places high-quality, diverse texts at the heart of our curriculum, ensuring that our pupils are exposed to a wide range of authors, genres, and perspectives. Reading is the key that unlocks access to knowledge, broadens perspectives, and cultivates curiosity.

Our reading curriculum is closely aligned with the National Curriculum, ensuring that pupils develop a strong grasp of phonics, fluency, comprehension, and higher-order reading skills. However, we have gone beyond the minimum requirements, creating an aspirational programme that challenges and supports all pupils, regardless of their starting points. By ensuring that all pupils, including those with SEND and from a range of backgrounds, have access to a challenging yet supportive reading programme.

Little Wandle Phonics:

At Millside, phonics is taught from Nursery through to Year 2 using the Little Wandle Letters and Sounds progression. In Nursery, foundational phonics skills are developed through child-led and adult-led activities, focusing on communication, language, and literacy, preparing children for grapheme-phoneme correspondences (GPCs) and blending in Reception. Phonics lessons are taught daily, starting with 10-minute sessions in Reception and progressing to 30-minute lessons, with weekly reviews for practice and fluency using 'Little Wandle Letters and Sounds Revised expectations of progress'. By Year 1, children review and build on Phase 3 and 4 GPCs, moving to Phase 5.

Children who find the content challenging, receive additional support through daily "Keep-up" lessons, ensuring they stay on track. Those who miss the Phonics Screening Check or need further help participate in the Rapid Catch-Up programme. Phonics is reinforced across the curriculum and supported by visual tools like phonics displays, sound mats, and "grow the code" charts. Reading practice sessions focus on decoding, prosody, and comprehension in small groups, using books aligned with their phonics knowledge. In Early Years phonics, this can look slightly different with phonics woven through the continuous provision and the environment to enable children to regularly practice and consolidate their new learning.

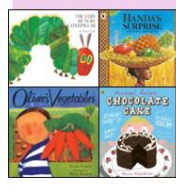
All staff are trained in reading instruction, with consistent language, resources, and routines to reduce cognitive load and support learning. Continuous professional development is tailored to ensure high-quality teaching. Regular monitoring and data reviews help identify areas needing improvement, ensuring every child has the opportunity to succeed in their phonics journey.

Millside's Reading Spine:

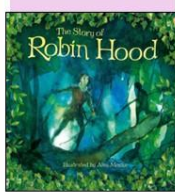
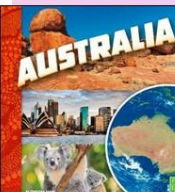
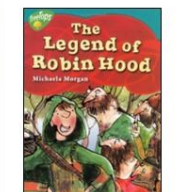
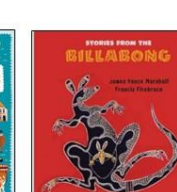
Our Millside reading spine has been created with the importance of quality first texts at the heart of it. Our reading spine reflects the diverse curriculum we are striving for. It has a range of female and male authors, a compilation of both fiction and non-fiction texts, stories which emanate from all around the world and teach our children about many other cultures, looks at different religions and the importance of celebrating these whilst also teaching us the history of these religions too. The reading spine demonstrates the development of texts through their length and complexity from Foundation 1 all the way to Year 6.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	MARVELLOUS ME	SEASONS AND CELEBRATIONS	CASTLES, KNIGHTS AND DRAGONS	DINOSAUR PLANET	FOREST AND WOODLAND	SUPERHEROES
						
SUPPLEMENTARY TEXTS						

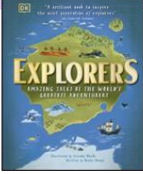
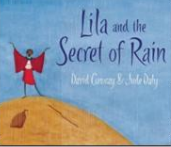
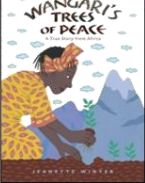
NURSERY

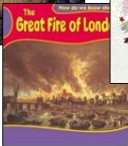
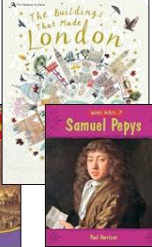
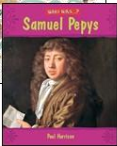
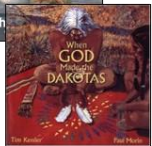
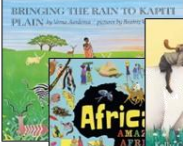
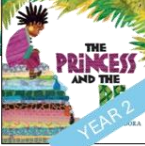
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	I AM SPECIAL	FESTIVALS AND CELEBRATIONS	ONCE UPON A TIME	FOOD GLORIOUS FOOD	MINIBEAST	SPACE
						
SUPPLEMENTARY TEXTS						

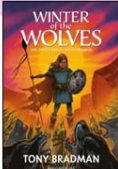
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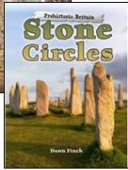
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	ROBIN HOOD	ROBIN HOOD	MY ISLAND AND ME	MY ISLAND AND ME	DOWN UNDER	DOWN UNDER
						
SUPPLEMENTARY TEXTS						

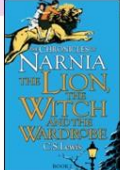
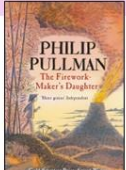
YEAR 1

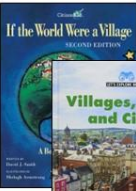
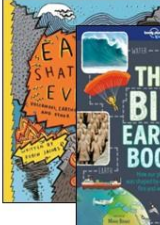
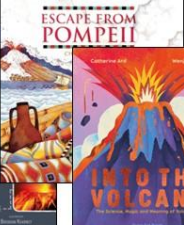
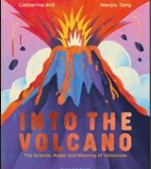
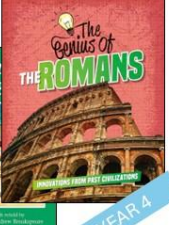
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	GREAT FIRE OF LONDON 	GREAT FIRE OF LONDON 	EXPLORERS 	EXPLORERS 	KENYA 	KENYA 

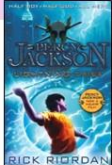
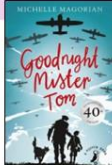
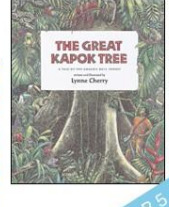
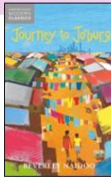
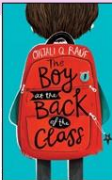
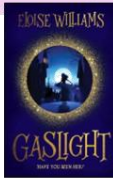
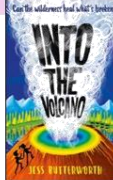
SUPPLEMENTARY TEXTS	   	  	  
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	STONE AGE TO IRON AGE 	STONE AGE TO IRON AGE 	ANCIENT EGYPTIANS 	ANCIENT EGYPTIANS 	ANGLO-SAXONS TO VIKINGS 	ANGLO-SAXONS TO VIKINGS 

SUPPLEMENTARY TEXTS	  	  	  
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	EAST LEAKE 	EAST LEAKE 	EARTHQUAKES & VOLCANOS 	EARTHQUAKES & VOLCANOS 	ROMANS 	ROMANS 

SUPPLEMENTARY TEXTS	   	  	  
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	ANCIENT GREECE 	ANCIENT GREECE 	GLOBAL CONFLICT 	GLOBAL CONFLICT 	RAINFORESTS 	RAINFORESTS 
SUPPLEMENTARY TEXTS						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	FIGHT TO FREEDOM 	FIGHT TO FREEDOM 	WHAT THE DICKENS? 	WHAT THE DICKENS? 	RING OF FIRE 	RING OF FIRE 
SUPPLEMENTARY TEXTS						

How will reading be taught at Millside Spencer Academy?

At Millside, our Reading curriculum will be taught in a variety of ways to ensure the children are experiencing reading through all parts of their day-to-day curriculum. In Key Stage 1, reading will initially be found through guided reading groups associated with Little Wandle. In Year 2 and Key Stage 2, the children will begin their Reading Plus journey, reading various texts at their level which then develop in complexity as our children's reading increases in confidence. The children are rewarded with certificates as they move through the different levels, giving them ownership over their reading as they see their reading improve. A reading for pleasure book is read to the class at the end of the day to promote a love of reading too through exciting and inspiring stories which the children are invested in listening to each day.

In the summer term, Year 1 will begin formal reading lessons in the classroom with Year 2 beginning these around spring term. However, these can begin earlier if the class is ready. Reading lessons will depict three weekly reading lessons and two Reading Plus or guided reading sessions. The lessons will look at one text which will last the term, these texts are our 'core texts' on the reading spine. The lessons will be centered around the VIPERS of reading, using the objectives from the National Curriculum with vocabulary being a constant in every lesson from Year 2 to Year 6. At Millside, we believe that vocabulary is of the upmost importance and enables our children to be strong learners with a vast and intellectual vocabulary.

Year group	F1 - Nursery	F2 - Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	- Print has meaning - Reading left to right and from top to bottom - Spot and suggest rhymes - Count clap syllables in a word - Recognise words with the same initial sound - Use a wider range of vocabulary	- Read individual letters by saying the words for them - Read short sounds made up of known-letter sounds - Re-read books to build up familiarity, word-reading, understanding and enjoyment - Learn new vocabulary - Use new vocabulary in different contexts	discussing the significance of the title and events	- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases - Recognising simple recurring literary language in stories and poetry	- Discussing their understanding and explaining the meaning of words in context - Identify how language, structure, presentation contribute to meaning - Discussing words and phrases that capture the reader's interest and imagination - Use dictionaries to check the meaning of words that they have read		- Discussing their understanding and explaining the meaning of words in context - Identify how language, structure, presentation contribute to meaning - Learning a wide range of poetry by heart	
Inference	Be able to express a point of view and debate when they disagree with an adult or friend using actions to explain	Connect one idea or action to another	- making inferences based on what is being said and done - drawing on what they already know or on background information and vocabulary provided by the teacher	- making inferences based on what is being said and done - drawing on what they already know or on background information and vocabulary provided by the teacher	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence		- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Provide reasoned justifications for their views	
Prediction			predicting what might happen based on what has been read so far	predicting what might happen based on what has been read so far	Predicting what might happen from details stated and implied		Predicting what might happen from details stated and implied	
Explanation	- Print has different purposes - Articulate their ideas and thoughts - Describe events in some detail - Be able to talk about familiar books and tell a long story	- Engage in story times - Listen to and discuss stories to build familiarity - Engage in non-fiction texts	explain clearly their understanding of what is read to them	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	- Participate in discussions about books that are read to them and books they can read themselves, taking turns and listening to what others say - Reading books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including fairy stories, myths, legend and retelling some of these orally.		- Recommending books that they have read to their peers, giving reasons for their choices - 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 - Reading books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including fairy stories, myths, legend and retelling some of these orally.	
Retrieval	- Engage in extended conversations about stories - Understand a question has two parts - Understand why questions - Enjoy listening to longer stories and remember a lot of what happens	- Ask questions to find out more and check what has been said - Retell the story with deep familiarity, using some of their own words. - Learn rhymes, poems and songs	discussing word meanings, linking new meanings to those already known	answering and asking questions	- Asking questions to improve their understanding of the text - Retrieve, record and present information from non-fiction		- Asking questions to improve their understanding of the text - Retrieve, record and present information from non-fiction	

The children will be learning a range of skills in reading lessons. Below demonstrates which VIPERS each year group will focus on and how many skills they will be learning daily. The number of skills develops through the year groups with Year 1 learning 4 VIPER skills and Year 6 using a collection of skills in each lesson. Every lesson is led by the content of the book and an enjoyment of reading. It is up to teachers' discretion as to which of their year groups skills they believe works for the part of the text they are studying that week.



The Millside Way for...

A week of reading in **Year 1**

Reading Groups	Reading Groups	Reading 1:	Reading 2:	Reading 3:
Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Vocabulary lesson. Focus on vocabulary from new text. <i>Inferences when ready too.</i>	Retrieval lesson. Answer questions about the text you have read.	Prediction lesson. Make predictions about what may happen in the story.



The Millside Way for...

A week of reading in **Year 2**

Reading Plus	Reading Plus	Reading 1:	Reading 2:	Reading 3:
Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Vocabulary to begin each lesson. (Choose 1 other) Retrieval/Inference/ Prediction/Sequence based questions and scaffolds.	Vocabulary to begin each lesson. (Choose 1 other) Retrieval/Inference/ Prediction/Sequence based questions and scaffolds.	Vocabulary to begin each lesson. (Choose 1 other) Retrieval/Inference/ Prediction/Sequence based questions and scaffolds.



The Millside Way for...

A week of reading in **Year 3 & 4**

Reading Plus	Reading Plus	Reading 1:	Reading 2:	Reading 3:
Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Vocabulary to begin each lesson. Mixture (x2) of retrieval, prediction, inference type 1 & 2, summary, cloze	Vocabulary to begin each lesson. Mixture (x2) of retrieval, prediction, inference type 1 & 2, summary, cloze	Vocabulary to begin each lesson. Mixture (x2) of retrieval, prediction, inference type 1 & 2, summary, cloze



The Millside Way for...

A week of reading in **Year 5 & 6**

Reading Plus	Reading Plus	Reading 1:	Reading 2:	Reading 3:
Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Reading groups to be taken on these days/extra phonics sessions/ 1:1 reading	Vocabulary to begin each lesson. Mixture (x3+) of retrieval, prediction, inference type 1 & 2, summary, cloze, authorial intent	Vocabulary to begin each lesson. Mixture (x3+) of retrieval, prediction, inference type 1 & 2, summary, cloze, authorial intent	Vocabulary to begin each lesson. Mixture (x3+) of retrieval, prediction, inference type 1 & 2, summary, cloze, authorial intent

How does Millside promote a love of reading?

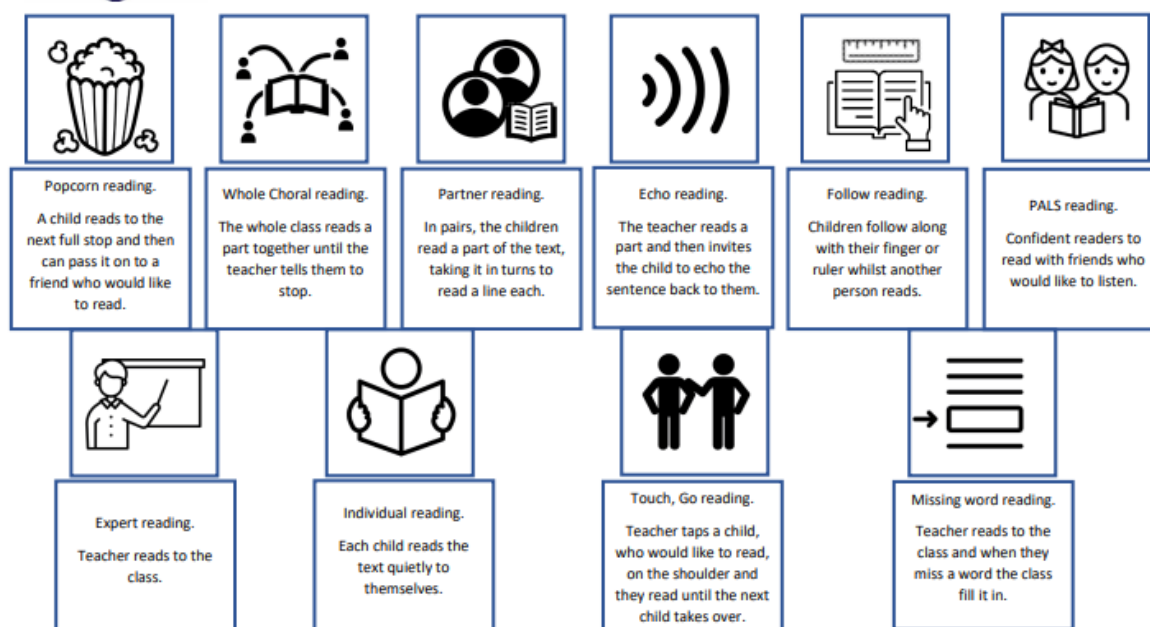
We want our children to be excited for reading lessons. We believe reading is the most important part of the curriculum as it enables children to understand and embrace all areas of the curriculum.

Reading can be used in all subjects so a confident reader who loves to read is the overall goal. In reading lessons, we use a variety of reading approaches to make reading more exciting.



The Millside Way for...

Reading Approaches



The reading approaches above are used in reading lessons to enable prosody, help children to focus in lessons and build their confidence when reading in a classroom setting. Approaches like 'choral reading' is a popular approach with the children as they follow the role of the 'expert' reader in how they use expression. Similarly, 'PALS reading' allows our readers, who are still building confidence, to listen to their partner read rather than feeling pressure to read aloud themselves. These approaches are effective because they encompass all readers making reading a comforting lesson that they can enjoy.

Recently, our Millside Library has been created. This is space for our children to come, relax and read at their own pleasure and pace. The children are loving this space and the range of books that can be found here. The library is also used for a 'Friday Story Time'. All Key Stage 1 children are invited to come and listen to a story by a 'Reading Expert' as an exciting way to end the week. The library continues to develop. In January 2025, our library will also have its own 'Library System' enabling us to document all the books we have so that the children can take a book of their choice out to read at home with their adults.

Our expectation is that children should be reading daily with their diaries being signed. This enables teacher and assistant teachers to see who has read and who needs to read more in school to boost their confidence further. In each class 1:1 reading happens throughout the week, bridging any gaps in reading fluency, decoding or blending that the children may have. Each child is given a colour book which correlates with the Little Wandle reading levels. The children's reading colours which change throughout the year as their reading progresses with the books becoming increasingly trickier. As well as this, each child takes home a reading for pleasure book of their choice from our classroom libraries. This may be a story that is more complex than the level that they are currently on, however, this is a story for them to enjoy and can be read to by an adult at home or a story that they can challenge themselves to read.