

Reading is the gateway to the curriculum. It enables pupils to access learning across all subjects and is essential for academic success. Strong reading skills provide the foundations for future education, employment and participation in society, making reading one of the most important skills a child can acquire.

INTENT



Develop pupils who read accurately, fluently and with secure understanding.



Expose children to a broad range of high-quality texts, authors and genres.



Foster a lifelong love of reading and literature.



Develop rich vocabulary and secure knowledge of language and grammar.



Ensure pupils can access the wider curriculum through effective reading skills.



Develop empathy, cultural capital and emotional intelligence through literature.

IMPLEMENTATION

-How do we achieve our aims?

Reading is so much more than the gateway to success in other curriculum subjects. Through a high-quality reading curriculum and studying literature, pupils' eyes are opened to the human experience; they develop culturally, emotionally, intellectually, socially and spiritually- outside of their own experiences as well as exploring the beauty and power of language.

Early reading and phonics

Reading begins with a strong focus on language development in the Early Years through stories, rhymes and purposeful talk. A systematic phonics programme (Read Write Inc.) is delivered daily in Reception and KS1, with additional support provided where needed. Regular assessment ensures teaching is closely matched to pupils' needs, enabling timely intervention and helping all children become confident, fluent readers as quickly as possible.

Whole class novels

Our reading curriculum is built around a carefully planned reading spine that ensures progression, challenge and diversity. Pupils encounter a rich range of high-quality fiction, non-fiction and poetry, broadening their knowledge and cultural understanding. Drawing on Doug Lemov's Five Plagues of the Developing Reader, children are regularly exposed to ambitious texts that develop reading stamina and deepen comprehension. Whole-class reading takes place daily, with texts studied in depth to secure understanding of vocabulary, themes, characters and context. Teachers explicitly teach vocabulary, activate prior knowledge and model expert reading behaviours, helping pupils make meaningful connections and become thoughtful, confident readers.

Early reading and decodable books

Alongside phonics instruction, children develop reading fluency through carefully matched decodable texts. Staff model accurate and expressive reading, demonstrating pace, phrasing, intonation and expression. Children repeatedly rehearse and reread sections of text, becoming increasingly automatic and confident readers. Vocabulary and key phrases are introduced before reading to support understanding and ensure successful access to the text.

Vocabulary focussed

Developing vocabulary is a central component of our reading curriculum. Vocabulary instruction is explicitly planned within both fluency and extended reading sessions. Children are taught carefully selected words and are provided with opportunities to discuss, practise and apply new vocabulary in context. By consistently exposing pupils to rich language and explicitly teaching word meanings, we aim to develop confident readers and communicators.

IMPLEMENTATION

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Whole class reading sessions

Fluency reading Session

Reading fluency is a key priority across the school, bridging the gap between word recognition and comprehension. Through regular fluency sessions, pupils develop accuracy, automaticity, expression, prosody and reading stamina. Teachers model expert reading, whilst pupils engage in repeated oral reading, collaborative practice and discussion to build confidence, improve accuracy and deepen understanding of texts.

Extended reading session

As pupils become fluent readers, they participate in extended reading sessions that deepen comprehension and enrich vocabulary. Teachers model expert reading strategies, including questioning, predicting, summarising and clarifying, while explicitly teaching vocabulary in context. Through discussion and written responses, pupils explore themes, authorial intent and key concepts, gradually developing the independence to apply reading strategies automatically.

Assessment

Formative Assessments

Teachers use ongoing assessment throughout lessons to identify misconceptions, monitor progress and inform future teaching.

Assessment information is used to provide appropriate challenge, intervention and support in a timely manner.

Summative Assessments

Reading progress is monitored through a range of formative and summative assessments, including Read Write Inc. assessments, NTS and SATs-style tests, DIBELS fluency assessments, automaticity measures, the Phonics Screening Check and statutory KS2 assessments. Assessment information is used to identify strengths and areas for development, evaluate the impact of reading provision and inform ongoing school improvement priorities.

Pupil Voice

The reading lead will carry out regular pupil voice sessions with the children. This is done for two reasons.

- Attitude towards reading- through discussion and feedback, children talk articulately about the books they have read and speak with enthusiasm about how they enjoy reading. They can talk about different literature they have been exposed to with confidence and relate this to real life.
- Identifying knowledge- children should show that they are able to read fluently, applying any necessary strategies they have mastered and also answer a range of questions, which focus on the various reading domains- vocabulary, inference, prediction, explanation and summarising/sequencing with confidence.

IMPACT

-How will we know we have achieved our aims?



Pupils develop a secure understanding of the importance of reading and demonstrate knowledge of a wide range of texts, authors and themes.



They read fluently and confidently, applying their reading skills effectively across the curriculum to access increasingly complex learning.



Children speak positively about reading, discussing books, themes and ideas with growing sophistication and making meaningful connections between texts and their own experiences.



As their reading knowledge and vocabulary develop, so too does their ability to write and communicate effectively.



Teaching is consistent, evidence-informed and shaped by accurate assessment, ensuring pupils make strong progress from their starting points.



By the end of Key Stage 2, attainment is at least in line with national expectations, with an increasing proportion of pupils achieving greater depth.