



What Reading Looks Like in the Federation

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Curriculum Intent

What reading looks like in our school:

- Opportunities to read, every day.
- An introduction to daily whole class reading at the end of Year Two; twice weekly sessions alongside phonics; and 4 sessions per week in lower KS2 and daily in upper KS2, using engaging and age-appropriate texts.
- Teachers who model read effectively to their children.
- Daily retrieval, inference and vocabulary based questions using VIPERS linked to text and a range of stimuli.
- Daily catch up reading for those not accessing age-appropriate literature.
- Daily phonic sessions in Key Stage One, which follow the Read Write Inc program.
- 'Precision Teaching' to follow phonics delivery, in order to improve the recognition of high frequency words.
- Phonics and Precision Teaching catch-up intervention for KS2 readers who did not achieve their KS1 phonics result.
- Classrooms with calming, welcoming reading areas to promote a love for reading.

This is our philosophy:

- High quality phonics teaching every day.
- Access to high quality texts with opportunities for vocabulary exploration.
- High quality modeling and scaffolding of reading skills promoting more confident readers, who read with fluency and automaticity.
- Fluent readers who can comprehend plots, characters and themes within texts.
- This process will help the children to become enthusiastic and confident readers, who can transfer these skills into their reading and writing in all areas of the curriculum.
- Children who themselves promote a love of reading to others.

Cultural Capital:

This can be defined as powerful knowledge that a child can draw upon to be successful in society, their career and the world of work. It helps a child to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital.

- Opportunities to reflect on their own beliefs and those of others and perspective on life.
- Consideration of moral questions and dilemmas found in literature, encouraging empathy with decision that people and characters make.
- Similarities and contrasts between the past and present societies.
- Study a range of genres and authors to experience and appreciate different cultural backgrounds.

This is the knowledge and understanding gained at each stage:

By the end of EYFS, including Luston Nursery, pupils will:

Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading comprehension

- Demonstrate understanding of what has been read to them by retelling 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 and during role play.

By the end of Key Stage 1 pupils will:

Word reading:

- Apply phonic knowledge and skills as the route to decode words;
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes;
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught;
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 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 example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s);
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words;
- Re-read these books to build up their fluency and confidence in word reading.

Reading comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding;
- Understand both the books they can already read accurately and fluently and those they listen to;
- 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.

By the end of Lower Key Stage 2 pupils will:

Word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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.

Reading comprehension:

- Develop positive attitudes to reading and understanding of what they read.
- Understand what they read, in books they can read independently.
- 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.

By the end of Upper Key Stage 2 pupils will:

Word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension:

- Maintain positive attitudes to reading and 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.

Curriculum Implementation

This is how it works:

- Each class has a 'Recommended Reads' list of high-quality texts to encourage the children to read for pleasure.
- In EYFS phonics is structured throughout the year, which is built on term by term. Opportunities to revisit certain sets are set out over the year and this is a reactive process.
- KS1 continue with phonics and also take part in more formal spelling pattern teaching. Y2 have weekly whole class reading sessions, using VIPER questions, which are based upon end of KS expectation.
- KS2 carry out 4-5 whole class reading sessions per week, using high quality and engaging texts. Questions using VIPER skills are generated in each lesson and based upon end of Key Stage expectation.
- KS2 provide phonics intervention as a 'catch up' program.
- By the time children leave Year 6 they will have covered a wide genre of texts and styles which will foster their love for reading.
- Links with other areas of the curriculum are made during whole class reading to involve texts and vocabulary to provide more meaningful learning.
- Raise the love of reading through book events and celebrations such as 'The Children's Bookshelf' book sale; 'Read with Me' parents' event; 'World Book Day'; and 'Shakespeare Week'.
- Use of Nesy and IDL to improve fluency.
- Ensure each child has access to our new school library.

This is what adults do:

- Model read varying pace, tone and expression each week.
- Regular learning walks to ensure that Reading is being taught effectively.
- Support, encourage and foster a love of Reading.
- Support those who are not reading at an age-appropriate level through high quality intervention.
- Members of staff to read at different times of the day with different groups of/individual children.
- Research new innovative techniques to enjoy a story.
- Network with other schools and Reading Leads to share good practice.
- Provide all children with opportunities to read in a welcoming reading environment.
- Ensure and maintain an attractive and well-resourced reading corner or area in each classroom.
- Foster and develop communication links with parents – especially those of early readers – to ensure

parents have the knowledge and support they need to help their child on their journey to being an independent reader.

This is how we support:

- Daily reading with an adult.
- Specific intervention (comprehension/phonics/precision teaching).
- Use of coloured overlays/ paper for preferences.
- Nessy/IDL for development of fluency.
- Support with choosing reading material to appropriately challenge.
- Specific texts with coloured pages and fonts for dyslexic readers.

This is how we challenge:

- High quality, rich texts used within whole class reading and within 'Recommended Reads' selection.
- Mixed ability groupings for discussion and shared learning.
- Phonic sounds are taught at a progressive pace and reactive teaching allows fast progression.
- Differentiation planned through task variation; vocabulary support; or 'stretch' activity in order to include all learners in each lesson.
- Small group work lead by an adult (weekly) to further engage and challenge.
- Meaningful and engaging tasks to follow the reading of a class text.
- Reasoning and comprehending through specific VIPER questioning.
- Generalising and testing theories and rules within discussions and debates.
- Opportunity for some to participate in reading challenges beyond the school.

This is how we ensure access for all children:

- Differentiation through text or task.
- High quality and appropriate resources and texts for all readers.
- Word banks and knowledge organisers available for all learners.
- Intervention:
 - Children are assessed on entry point.
 - Clear targets are highlighted and prioritised.
 - Small group/1-1 adult support then put into place.
 - Progress is reviewed each half term and reassessed.
- Teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- The children receive pre-teaching or immediate intervention to ensure they have sufficient skills in place to access the corresponding lessons.

Curriculum Impact

This is what you might typically see:

- Happy, engaged and motivated learners.
- Open ended investigations or discussions to enthuse discussion and debate.
- Different representations of texts or follow up tasks.
- A range of paired, grouped, or chorus reading tasks.
- A range of different activities including use of technology or stimuli (film/audio/props).

- Targeted use of TAs for intervention and phonics training.
- Engagement and perseverance.
- Self-motivated children.
- Resilient learners.
- High quality writing linked to reading of a class text.
- Children talking positively about reading, sharing and reflecting on their learning and how it relates to real life situations.

This is how we know how well our pupils are doing:

- Tracking progress of all children within whole class reading.
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- Half-termly phonics tracking for all early readers.
- Specific tracking of those children in receipt of daily reading intervention.
- Phonic screening testing for KS2 catch up programme.
- Assessment using NFER comprehension termly.
- Regular review of phonic groupings and Precision Teaching data.
- Pupil progress meetings to discuss concerns.
- Teacher assessment/ targets reviewed each half term.
- High quality marking and feedback completed daily.
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This is the impact of the teaching:

- Children who are passionate about reading.
- Fluent and confident readers.
- Children who are not reading at the expected age to make accelerated progress.
- Children performing poetry and reading aloud to others with enthusiasm.
- Reflective learners who challenge each other within discussion.
- Children receive a broad and rich exposure to vocabulary and themes through carefully chosen texts.
- Children enjoy reading independently.

- Children willing to demonstrate their knowledge of reading and comprehension in all areas of the curriculum.

Date: September 2025

To be reviewed: September 2026