

“to learn to read is to light a fire” — Victor Hugo, Les Miserables

INTENT

Our aim is to create a Reading School. We will ensure that our children confidently read for enjoyment as well as critically read, in order to further their independent learning. We are committed to removing barriers so that all pupils, including those with SEND, can access high-quality texts and develop a love of reading through inclusive strategies and reasonable adjustments.

They will achieve this by:

- Being introduced to stimulating stories which they will learn to retell, supported by visual aids and oral rehearsal for pupils who need additional scaffolding.
- Learning to read using a systematic, synthetic phonics scheme (*Bug Club Phonics*), with targeted interventions and multi-sensory approaches for pupils requiring extra support.
- Being taught using quality, stimulating and challenging texts written by a range of authors, with adaptations such as enlarged print, coloured overlays, or assistive technology where needed.
- Having independent access to and enjoying a wide variety of further quality and stimulating texts of different genres and written by a wide variety of authors, with alternative formats (audio books, tactile books) available for pupils with sensory or physical needs.
- Becoming independent, critical, life-long readers and learners, with strategies to support comprehension and confidence for those with additional needs.
- Reading for pleasure, with inclusive environments that promote choice and accessibility for all learners.

Our children will:

- *Read for enjoyment, confidently, fluently, accurately and with expression, using scaffolds and personalised support where needed.*
- *Read a wide range of fiction, poetry and non-fiction books, with adaptations to ensure equitable access.*
- *Evaluate and justify their preferences, supported by sentence starters or visual prompts for pupils who need help expressing ideas.*
- *Develop an appropriate technical vocabulary through which to understand and discuss their reading, evaluate and justify their preferences, with pre-teaching of key vocabulary for pupils with language difficulties.*
- *Develop reading skills in conjunction with those of writing, so that they may function in society as literate adults and readers for life, with progress measured from individual starting points.*

Implementation

The curriculum is led and overseen by the English Lead, who has a regular programme of monitoring, evaluation and review. The celebration of good practice will contribute to the ongoing commitment to evolve and improve further, ensuring that inclusive strategies and reasonable adjustments are embedded so that all pupils, including those with SEND, can access high-quality teaching and make progress from their individual starting points.

*We follow the *Talk for Writing* model to teach English and have chosen specific quality, stimulating and challenging texts by a variety of authors to read as a class each half term. All areas of English will be taught through these texts and then applied to the wider curriculum. Inclusive practice is central: visual scaffolds, oral rehearsal, and multi-sensory approaches are used to support pupils with communication or processing*

needs, and adaptations such as enlarged print, coloured overlays, or assistive technology are available where required.

For those children who need extra support, we implement additional phonics sessions as well as daily reading practice. We provide a range of high-interest, age-appropriate texts at varied reading levels to inspire and encourage readers, alongside targeted interventions guided by the SENCO, English lead and class teacher.

EYFS and KS1 (Inclusive Version)

The Phonics curriculum follows *Bug Club Phonics* and is taught daily. The Home Reading Scheme and Guided Reading Scheme have been developed alongside the Phonics curriculum to ensure consistency and accessibility for all learners, including those with SEND. Adaptations such as enlarged print, coloured overlays, and multi-sensory resources are available to remove barriers to learning.

Children have access to regular story time for shared reading for pleasure, using quality class novels and texts to teach the English curriculum. Class reading and comprehension take place once a week (e.g., *Rising Stars Comprehension* in Year 2) and vocabulary development is supported through initiatives such as *Word of the Day* (Twinkl). Inclusive strategies include story sacks and boxes, visual prompts, and role play to support pupils with communication or processing needs. A wide variety of texts and genres are available in class libraries and the school library, with alternative formats such as audio books for pupils with sensory or physical needs. Reading for pleasure is promoted at playtime, and the whole school celebrates poetry termly to foster engagement for all learners.

Children following the phonics scheme read 1:1 with an adult in school at least once a week. From the end of Reception (when appropriate), children also have a Guided Reading session per week, with targeted

support for pupils who require additional scaffolding or differentiated texts.

Our children will:

- *Decode letter-sound correspondences quickly and effortlessly using their phonic knowledge and skills, with extra practice and multi-sensory approaches for pupils who need it.*
- *Read common exception words on sight, supported by visual word banks and pre-teaching for pupils with language difficulties.*
- *Read aloud with fluency and expression, using oral rehearsal and modelling for those who need additional support.*
- *Understand what they read, following the five reading domains, with visual aids and sentence starters for pupils who require help expressing ideas:*
 - **1a:** *Draw on knowledge of vocabulary to understand texts, supported by pre-teaching and word mats.*
 - **1b:** *Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information, using scaffolds for pupils with processing needs.*
 - **1c:** *Identify and explain the sequence of events in texts, supported by story maps or timelines for pupils who need visual structure.*
 - **1d:** *Make inferences from the text, with guided questioning and prompts for pupils who require additional support.*
 - **1e:** *Predict what might happen on the basis of what has been read so far, using visual cues and oral rehearsal for pupils who need help articulating ideas.*

Children have access to regular story time for shared reading for pleasure, using quality class novels and texts to teach the English curriculum. Class reading and comprehension take place twice a week (e.g., *Rising Stars Comprehension* or *boost comprehension*), and vocabulary development is supported through initiatives such as *Word of the Day* (Twinkl). Inclusive strategies include visual prompts, oral rehearsal, and multi-sensory approaches to support pupils with communication or processing needs. A wide variety of texts and genres are available in class libraries and the school library, with alternative formats such as audio books and enlarged print for pupils with sensory or physical needs. Reading for pleasure is promoted at playtime, and the whole school celebrates poetry termly to foster engagement for all learners.

The KS2 Guided Reading Scheme has been developed to reflect a wide range of genres and authors, providing challenge, stimulation, and enjoyment. Children have a weekly Guided Reading session with an adult (as well as three further sessions which may be independent or supported). Inclusive practice ensures that pupils who need additional support receive differentiated texts, chunked tasks, and pre-teaching of vocabulary. Following the session, children continue to read that text at home (up to a specified page), with adaptations such as coloured overlays or assistive technology for pupils who require them. They are encouraged to write down any difficult vocabulary or discussion points for the next session, with scaffolds such as word banks or sentence starters for pupils who need help recording ideas. Children are also encouraged to read for pleasure at home, borrowing books from the school library, and make a note of it in their Homework Diary.

Our children will:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the

meaning of new words, with targeted support and visual aids for pupils who need additional scaffolding.

- Read further exception words, noting unusual correspondences between spelling and sound, supported by phonics interventions for pupils who require reinforcement.
- Read aloud fluently and with expression, using oral rehearsal and modelling for pupils who need extra practice.
- Understand what they read, following the eight reading domains, with inclusive strategies such as visual organisers, guided questioning, and sentence starters for pupils who need help expressing ideas:
 - **2a:** Give/explain the meaning of words in context, supported by pre-teaching and word mats.
 - **2b:** Retrieve and record information/identify key details from fiction and non-fiction, using adapted recording frames for pupils with processing needs.
 - **2c:** Summarise main ideas from more than one paragraph, supported by graphic organisers for pupils who need visual structure.
 - **2d:** Make inferences from the text/explain and justify inferences with evidence, using guided prompts for pupils who require additional support.
 - **2e:** Predict what might happen based on details stated and implied, supported by oral rehearsal and visual cues.
 - **2f:** Identify/explain how information/narrative content is related and contributes to meaning as a whole, with structured discussion frames for pupils who need help organising ideas.

- **2g:** Identify/explain how meaning is enhanced through choice of words and phrases, supported by vocabulary banks and modelling.
- **2h:** Make comparisons within the text, using sentence starters and visual comparison charts for pupils who need scaffolding.

Impact

Our Reading Curriculum is high quality, well thought out, and planned to demonstrate progression for all learners, including those with SEND. The learning environment across the school will be consistent, with vocabulary displayed, spoken, and used by all learners, supported by visual prompts and scaffolds for pupils who need them. Reading skills will be assessed regularly using Planning & Assessment Sheets for each Guided Reading session, with adaptations such as alternative recording methods for pupils with processing or physical needs. *Rising Stars Comprehension Tests* (Year 1–6) and practice SAT papers (Y2, Y6) will be administered every term, with reasonable adjustments in place where required. Results will be reviewed by the class teacher, head and the English Subject Leader, and progress will be measured not only against age-related expectations but also from individual starting points.

Common errors will be identified by the class teacher and parents will be contacted if children are not making expected progress. Future actions for both home and school will be discussed, following the graduated approach (*assess, plan, do, review*). YR and Y1 will work towards reading fluency so that children reach and are fluent in the appropriate book band before moving to the next year group, with targeted interventions and scaffolds for pupils who need additional support.

The monitoring of reading is the responsibility of the subject leader and management team and enables the progress of children to be seen within the class and whole-school contexts of school and staff development. Monitoring of teaching and learning takes place through book scrutiny, lesson

observations, and pupil interviews to ensure coverage, continuity, and progression in reading as well as excellent classroom practice. Findings are used to inform future planning to enhance teaching and learning, including adjustments for pupils with SEND.

Impact will also be measured through key questioning skills built into every lesson (see Reading Domains), child assessment such as success criteria, summative assessments, and a reflection of the standards achieved against planned outcomes. Children should be able to talk enthusiastically about their learning in Reading and actively choose to read independently for learning and pleasure, with scaffolds, assistive technology, and adapted resources available for pupils who need them.