

Reading Curriculum Intent

At Phoenix Community Primary School, our Reading Curriculum is designed to inspire a lifelong love of reading, equipping all children with the skills and knowledge they need to become confident, fluent, and enthusiastic readers. We recognise reading as a fundamental skill that underpins learning across all subjects and is essential for academic success and personal development.

1. To Foster a Love of Reading: We aim to create a reading-rich environment where children develop an intrinsic motivation to read for pleasure and purpose. Through exposure to a diverse range of high-quality literature, including classic and contemporary texts, children will explore different genres, cultures, and perspectives. We celebrate reading achievements through initiatives such as Posh Dining experiences and stickers for Word Counts achieved, ensuring that children feel motivated and recognised for their reading progress. Additionally, there is daily story time after lunch throughout the school and shared poetry daily, providing opportunities for children to engage with literature in an enjoyable and immersive way.

2. To develop Fluency and Comprehension: Our systematic and structured approach to the teaching of phonics, vocabulary, and comprehension skills ensures that all children can decode words, understand texts, and engage critically with what they read. We use a progressive phonics programme called Read, Write Inc and a range of reading strategies to build fluency and confidence. Additionally, we implement the Accelerated Reader programme, which supports children in selecting appropriately challenging books, tracking their progress, and fostering independence in reading.

3. To promote High-Quality Talk and Discussion: Reading is not just about decoding words but also about understanding and interpreting meaning. We encourage rich discussions, questioning, and inference activities that develop comprehension skills and enhance children's ability to articulate their thoughts and opinions.

4. To Ensure Inclusion: We are committed to ensuring that every child, regardless of background or ability, has access to high-quality reading experiences. We provide adaptive teaching as well as targeted interventions, such as Fluency in 5 and ensure children have access to diverse and representative texts that reflect the experiences and identities of all learners.

5. To Build Strong Home-School Partnerships: We recognise the crucial role of parents and carers in fostering reading habits at home. Through workshops, reading challenges, and home reading initiatives, we support families in nurturing a culture of reading beyond the classroom.

6. To Support Cross-Curricular Learning: Reading is integral to all subjects, and we actively promote reading across the curriculum. We ensure that children encounter subject-specific texts that develop their vocabulary, background knowledge, and understanding of the world.

Through our carefully planned and ambitious Reading Curriculum, we aspire to equip every child with the skills, enthusiasm, and confidence to read widely and deeply, laying the foundation for success in education and beyond.

Whole Class Reading

Children in all year groups are exposed to our Whole Class Reading approach, with EYFS and Key Stage 1 teaching this in addition to their Read, Write Inc phonics teaching to ensure children are developing their comprehension skills as well as words read objectives. Our Whole Class Reading sessions follow the below structure across Key Stage 2 for consistency and support our children to feel confident in these lessons. We expose children to technical and higher-level vocabulary they will come across within the text, before reading it. This can be seen as dictionary work, images, discussions on background knowledge the children may already have or 'show me don't tell me' where children create actions to retain the meaning of the words. Following on from this, children hear the extract read by an adult, modelling the fluency and use of punctuation, tone and expression. Children are given opportunities to copy and practise as a class, in pairs and with an adult to build their reading stamina and fluency. Through oral discussions and modelling, the class will then discuss and answer questions on the extract, with exposure to different styles of questioning, including retrieval, inference and summarising.

In EYFS and Key Stage 1, we follow the structure of Read, Write Inc.

Our reading sessions are well-structured and consistent, with each session starting with position, perfect pointing and magnet eyes reminders, followed by adult-led tasks. Supporting the blending of green familiar words - Fred Frog supports with these letter sounds- and my turn, your turn teaching and reading of red words (difficult to sound out). Children then work with their partner to take it in turns to be teacher, who points to the word while the reader decodes and blends, they swap roles after each page with the adult moving around supporting and assessing regularly. Children then use their perfect pointing to answer comprehension questions and practise their speed sounds from the decodable book.

All children have access to two reading books from our fantastic library. KS1 and KS2 have the expectation of one of these to be an Accelerated Reader book and one could be a library book of their choice. In the EYFS and Year 1, pupils are given a fully-decodable book which matches their phonics learning within the classroom and are changed three times a week. Children are listened to read at least three times a week in the EYFS and Year 1 with the expectation that children are reading at home daily to further their learning. All stakeholders understand the importance of reading and its value. When you walk around our school you will see the high profile we give reading to ensure our children see the joy and purpose of reading.