

Intent

Our reading curriculum aims to ensure that all pupils become fluent, confident, and motivated readers who can understand, enjoy, and critically engage with a wide range of texts. It is built on evidence-based research and guidance from the EFF Improving Literacy and the DfE Reading Framework (July 2023) to ensure that our approach reflects national expectations and best practice.

In EYFS and KS1, we prioritise secure decoding through the Little Wandle Letters and Sounds Revised programme, fully aligning with the Reading Framework's emphasis on systematic synthetic phonics as the foundation for early reading. As pupils move into KS2, the focus shifts towards deepening comprehension, broadening vocabulary, and engaging critically with increasingly complex texts through whole-class reading.

A rich and diverse reading spine underpins the curriculum from EYFS to Year 6, ensuring that all pupils encounter high-quality literature that reflects their own experiences, introduces them to new perspectives, and nurtures a lifelong love of reading.

Implementation

From Year 3 onwards, pupils take part in whole-class reading lessons. These follow the LIFE Trust Learning Wheels to ensure consistency and high-quality instruction across the school. Evidence based reading strategies such as echo reading, choral reading and paired reading are used across lessons. Each lesson includes:

- Revisit – Retrieval of prior knowledge
- Vocabulary Instruction – Explicit teaching of key language
- I Do – Teacher modelling
- We Do – Guided practice
- You Do – Independent application
- Challenge – Deepening and extending learning

This structure supports cognitive load, scaffolds learning effectively, and ensures that children move from supported practice to confident independence.

Texts are carefully selected to expose pupils to a wide range of genres, cultures, themes, and authors. Reading domains are woven throughout the curriculum to ensure systematic coverage of comprehension skills. Reading for pleasure is embedded across the school through daily story time, library sessions, author studies, and opportunities for pupils to choose and recommend books.

Impact

We measure the impact of our reading curriculum through a range of formative and summative approaches:

- **Little Wandle assessments** track progress in phonics and early reading, ensuring rapid identification of pupils needing additional support.
- **Fluency assessments** monitor accuracy, pace, and prosody as pupils progress through KS1 and KS2.
- **PIRA assessments** track understanding across all reading domains.
- **Pupil voice** shows that children enjoy reading, can discuss books confidently, and understand themselves as readers.
- **Book scrutiny** demonstrates progression in comprehension responses and engagement with texts.
- **Repeated exposure to key texts** and reading domains allows teachers to see how well pupils retain and apply reading strategies over time.

As a result, pupils become:

- Fluent, confident readers
- Secure decoders with strong phonics foundations
- Skilled in applying a wide range of comprehension strategies
- Able to discuss and analyse texts with increasing sophistication
- Equipped with a broad and rich vocabulary
- Enthusiastic, independent readers who choose to read for pleasure

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading (Phonics and Decoding)	Grapheme–Phoneme Correspondences (GPCs) Secure Phase 3 GPCs (including digraphs and trigraphs). Learn and apply Phase 5 GPCs, including alternative spellings for known phonemes.	Grapheme–Phoneme Correspondences (GPCs) Consolidate all Phase 5 GPCs. Apply alternative spellings and pronunciations confidently in reading.	Decoding Use phonic knowledge to decode quickly and accurately. Read most two-syllable (or more) words without overt sounding out.	Decoding Read most words fluently, decoding unfamiliar words with increasing speed. Apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning.		

	<p>Recognise and read graphemes in a range of positions within words.</p> <p>Blending & Segmenting Blend phonemes to read VC, CVC and CCVC words.</p> <p>Blend with increasing automaticity, moving from overt sounding out to mental blending.</p> <p>Segment words orally and for spelling (supports reading).</p> <p>Reading Words Read words containing taught GPCs accurately.</p> <p>Read words with adjacent consonants (CCVC, CVCC, CCVCC).</p> <p>Read words with Phase 5 alternative pronunciations (e.g., ea, ow, ie, ou).</p>	<p>Begin to recognise patterns in spelling choices (e.g., ai/ay/a-e)</p> <p>Blending & Segmenting Blend more complex words mentally without overt sounding out.</p> <p>Segment multisyllabic words for reading and spelling.</p> <p>Apply phonics to unfamiliar words with increasing independence</p> <p>Reading Words Read most words automatically, including those with alternative pronunciations.</p> <p>Read a wide range of two- and three-syllable words (e.g., important, remember, suddenly).</p>	<p>Recognise alternative sounds for graphemes.</p> <p>Read Year 2 common exception words securely.</p> <p>Apply growing knowledge of root words, prefixes and suffixes (e.g., in-, im-, dis-, mis-, re-, sub-, super-, auto-) to read aloud.</p>	<p>Read further exception words beyond Y3 expectations.</p>		
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	<p>Begin to read simple two-syllable words (e.g., farmyard, lunchbox).</p> <p>Common Exception Words (CEWs) Read all Year 1 CEWs taught through Little Wandle (e.g., said, were, where, friend).</p> <p>Recognise tricky parts and apply phonics to the decodable parts.</p>	<p>Read words with suffixes taught in Y2 (e.g., -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</p> <p>Apply phonics to decode unfamiliar vocabulary in age-appropriate texts.</p> <p>Common Exception Words (CEWs) Read all Year 2 CEWs taught through Little Wandle (e.g., because, beautiful, people, water).</p> <p>Recognise tricky parts and apply phonics to the decodable parts.</p>				
Fluency	<p>Read decodable books matched to secure GPCs with increasing accuracy.</p> <p>Re-read familiar books to build speed and confidence.</p> <p>Move from sounding out most words to reading many words automatically.</p>	<p>Read age-appropriate texts at a conversational pace.</p> <p>Use punctuation to support phrasing and expression.</p> <p>Self-correct when meaning breaks down.</p> <p>Read with increasing stamina across longer texts.</p>	<p>Read age-appropriate texts accurately, using decoding only when needed.</p> <p>Increase reading pace towards a conversational speed while maintaining accuracy.</p> <p>Use punctuation (full stops, commas, question marks) to guide phrasing.</p>	<p>Read with greater automaticity, rarely needing to sound out.</p> <p>Maintain a steady, fluent pace across longer paragraphs and chapters.</p> <p>Use punctuation to support intonation and phrasing, including dialogue.</p>	<p>Read a wide range of texts fluently and confidently, with minimal hesitation.</p> <p>Use intonation, tone and volume to convey meaning when reading aloud.</p> <p>Sustain fluency across complex sentence structures and multi-page texts.</p>	<p>Read age-appropriate texts effortlessly, with accuracy, pace and expression.</p> <p>Use sophisticated phrasing and intonation to reflect mood, viewpoint and atmosphere.</p> <p>Read aloud confidently for an audience, showing</p>

	Develop phrasing and early prosody through repeated reading.	Re-read texts to improve accuracy, speed and prosody.	<p>Re-read texts to build automaticity.</p> <p>Read aloud with appropriate expression, showing understanding of characters and events.</p> <p>Develop stamina to read longer texts without losing meaning.</p>	<p>Re-read increasingly challenging texts to strengthen speed and accuracy.</p> <p>Read aloud with clear expression, adjusting tone for mood or character.</p> <p>Show self-monitoring, correcting errors that affect meaning.</p>	<p>Demonstrate automatic recognition of most vocabulary, including multisyllabic words.</p> <p>Maintain focus and stamina when reading for extended periods.</p>	<p>control of pace and emphasis.</p> <p>Demonstrate full automaticity, enabling attention to shift to inference and analysis.</p> <p>Sustain fluent reading across complex, multi-layered texts (fiction, non-fiction, heritage texts).</p> <p>Re-read strategically to refine understanding and support critical evaluation.</p>
Comprehension	<p>Vocabulary</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond independent reading.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Vocabulary</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Vocabulary</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of</p>	<p>Vocabulary</p> <p>Increasing familiarity with a wide range of books, including fairy stories, myths and legends.</p> <p>Identifying themes and conventions in a wide range of books (supports vocabulary through thematic links).</p> <p>Recognising different forms of poetry (e.g., free verse, narrative poetry).</p>	<p>Vocabulary</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing familiarity with a wide range of</p>	<p>Vocabulary</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including fiction from our literary heritage.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>

	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>(exposure to subject-specific vocabulary).</p> <p>Explain the meaning of new words in context.</p> <p>Identify synonyms or related words.</p> <p>Understand more nuanced vocabulary in stories and non-fiction.</p>	<p>words they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the text makes sense, discussing understanding, and explaining the meaning of words in context.</p>	<p>Using dictionaries efficiently to clarify meaning.</p> <p>Explaining how language choices contribute to meaning.</p>	<p>books, including myths, legends, traditional stories, modern fiction and books from other cultures.</p> <p>Checking that the book makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Discussing how authors use language, including figurative language, and considering the impact on the reader.</p>	<p>Increasing familiarity with a wide range of books, including those from other cultures and traditions.</p> <p>Exploring the meaning of words in context with increasing precision.</p> <p>Evaluating how authors use language, including figurative language, and explaining the effect on the reader.</p>
	<p>Prediction Predicting what might happen based on what has been read so far.</p>	<p>Prediction Make predictions based on evidence from the text.</p>	<p>Prediction Predicting what might happen from details stated and implied.</p>	<p>Prediction Making increasingly precise predictions using evidence from the text.</p>	<p>Prediction Predicting what might happen from details stated and implied.</p>	<p>Prediction Predicting what might happen from details stated and implied, drawing on evidence across the whole text.</p>
	<p>Recognising and joining in with predictable phrases (supports early prediction skills).</p>	<p>Justify predictions using what has been read so far</p>	<p>Using knowledge of themes, conventions and story structures to anticipate events.</p>	<p>Justifying predictions by referring to details across paragraphs or sections.</p>	<p>Using evidence from the text to justify predictions.</p>	<p>Refining predictions as new information is revealed.</p>
	<p>Inference Making inferences based on what is being said and done.</p>	<p>Inference Infer characters' thoughts, feelings</p>	<p>Inference Drawing inferences such as inferring characters' feelings,</p>	<p>Inference Making deeper inferences about character motivation,</p>	<p>Inference Drawing inferences such as inferring characters' feelings,</p>	<p>Inference Drawing sophisticated inferences about</p>

	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading (early self-monitoring inference).</p> <p>Summarise Sequence simple events using pictures or prompts</p> <p>Becoming familiar with key stories, fairy stories and traditional tales, retelling them in order and considering their characteristics.</p> <p>Explaining clearly their understanding of what is read to them.</p>	<p>and motives using textual evidence.</p> <p>Explain how actions show what a character is thinking.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading (self-monitoring inference).</p> <p>Summarise Summarise main events in a text.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Explaining and discussing their understanding of</p>	<p>thoughts and motives from their actions.</p> <p>Justifying inferences with evidence.</p> <p>Asking questions to improve understanding of a text.</p> <p>Summarise Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some orally.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>setting and atmosphere.</p> <p>Using evidence from across a text (not just one sentence) to justify ideas.</p> <p>Identifying implied meaning in more complex texts, including non-fiction.</p> <p>Summarise Summarising key information from fiction and non-fiction.</p> <p>Identifying themes across chapters or sections.</p> <p>Organising ideas logically when explaining understanding.</p>	<p>thoughts and motives from their actions.</p> <p>Justifying inferences with evidence.</p> <p>Asking questions to improve understanding.</p> <p>Beginning to distinguish between statements of fact and opinion</p> <p>Summarise Summarising the main ideas drawn from more than one paragraph.</p> <p>Identifying key details that support the main ideas.</p> <p>Making comparisons within books.</p> <p>Retrieving, recording and presenting information from non-fiction.</p>	<p>characters' feelings, thoughts and motives.</p> <p>Justifying inferences with well-selected evidence.</p> <p>Asking increasingly perceptive questions to deepen understanding.</p> <p>Confidently distinguishing between statements of fact and opinion.</p> <p>Summarise Summarising main ideas from across chapters or sections.</p> <p>Identifying key details that support the main ideas.</p> <p>Making comparisons within and across books.</p> <p>Retrieving, recording and presenting information from non-fiction with accuracy and clarity.</p>
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	Discussing the significance of the title and events.	books, poems and other material.				
Authorial Intent	<p>Talk about why authors repeat phrases or use rhyme.</p> <p>Notice features of familiar tales (openings, endings, patterns).</p>	<p>Explain why authors choose certain words or structures.</p> <p>Comment on how layout, punctuation or vocabulary affects meaning.</p>	<p>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising different forms of poetry (e.g., free verse, narrative poetry).</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discussing why authors choose specific vocabulary or organisational features.</p> <p>Commenting on how layout, illustrations or text features support meaning in non-fiction.</p>	<p>Identifying and discussing themes and conventions in a wide range of writing.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume.</p> <p>Learning a wider range of poetry by heart.</p>	<p>Understand how authors use structure (in stories, information texts and poems) to organise ideas and shape meaning.</p> <p>Identify and discuss how writers create characters and context through language choices, including idioms and dialect.</p> <p>Explain how language is used to suggest ideas, attitudes and viewpoints, and explore the impact on the reader.</p> <p>Evaluate how effective the writer's language and structural choices are in developing characters, events, themes or mood.</p>
Personal Response	Being encouraged to link what they read or hear to their own experiences.	Listening to, discussing and expressing views about a wide range of contemporary and	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and	Expressing views about themes, characters and events.	Recommending books they have read to peers, giving reasons for their choices.	Recommending books and giving detailed, reasoned justifications for their choices.

	<p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond independent reading (responding personally through discussion).</p>	<p>classic poetry, stories and non-fiction.</p> <p>Participating 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.</p> <p>Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>reference books or textbooks.</p> <p>Participating in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Comparing books they have read and discussing preferences.</p> <p>Engaging in group discussion, building on others' ideas and offering reasoned opinions.</p>	<p>Participating in discussions about books, building on their own and others' ideas.</p> <p>Explaining and discussing their understanding of what they have read.</p> <p>Providing reasoned justifications for their views.</p>	<p>Participating in discussions, challenging views courteously and building on others' ideas.</p> <p>Explaining and discussing understanding through formal presentations and debates.</p> <p>Maintaining a clear focus on the topic and using notes where necessary.</p>
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