



SHOBNALL PRIMARY & NURSERY SCHOOL

APPROACH TO THE TEACHING OF READING



"Once you learn to read, you will be forever free."

MAY 2025

Review:

May 2028

CONTENTS

INTRODUCTION

VISION

PRINCIPLES

THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLES

INTENT

IMPLEMENTATION

IMPACT

EFFECTIVE TEACHING AND LEARNING IN READING

SUPPORTING PUPILS IN READING, INCLUDING PUPILS WITH SPECIAL EDUCATIONAL
NEEDS AND/OR DISABILITIES (SEND)

PROMOTING KEY SKILLS IN READING

PLANNING AND RESOURCES

CROSS-CURRICULAR OPPORTUNITIES

HEALTH AND SAFETY

SAFEGUARDING AND CHILD PROTECTION

MONITORING AND REVIEW

INTRODUCTION

This document outlines the teaching, organisation and management of phonics and reading taught and learnt at Shobnall Primary & Nursery School.

The document has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the reading subject leader.

The main purposes of this document are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school

VISION

“At Shobnall Primary School, our ethos and purpose is to enable children to read words accurately and understand texts.”

We believe children should have excellent phonic knowledge and skills.	Our children will have fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
We promote knowledge of an extensive and rich vocabulary.	We encourage our children to have an excellent comprehension of texts.
We motivate our children to read for both study and for pleasure.	We encourage pupils to have an extensive knowledge through having read a rich and varied range of texts.

THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLES

Over the past two decades, there has been increasing recognition of the pivotal role reading plays in a child's academic success, personal wellbeing, and long-term life outcomes. Proficiency in reading and writing Standard English, underpinned by strong language development, is the gateway to the entire curriculum. Children who struggle to read often struggle across all subjects, and the benefits of a knowledge-rich education can pass them by, unread. Reading fluency is widely acknowledged as a key predictor of future success in further and higher education, as well as in employment (The Reading Framework, July 2021).

The Organisation for Economic Co-operation and Development (OECD), through its Programme for International Student Assessment (PISA), highlighted in 2021 that *engagement in reading is strongly correlated with reading performance and can help mitigate the effects of gender and socio-economic background*. The OECD further emphasised that *reading practices can play an important role in reducing disparities in reading proficiency linked to socio-economic status*. However, children cannot develop strong engagement with reading if decoding remains a barrier. For this reason, the teaching of phonics must remain a top priority in early reading instruction.

Reading is widely accepted as the product of both decoding and comprehension, as outlined in the *Simple View of Reading* proposed by Gough and Tunmer (1986). This model presents reading as the combination of two essential dimensions: **word reading** (decoding) and **language**

comprehension. The National Curriculum mirrors this model by structuring reading objectives around these two dimensions.

Language Comprehension

Comprehension refers not to the mechanics of reading, but to the ability to make meaning from spoken or written language—understanding words, sentences, and extended texts. Language comprehension develops primarily through high-quality interactions with adults and peers. By the time they start school, children’s understanding of language can vary significantly, influenced by the quantity and quality of these interactions. Those who begin with limited language knowledge require substantial support to develop their spoken language and comprehension skills.

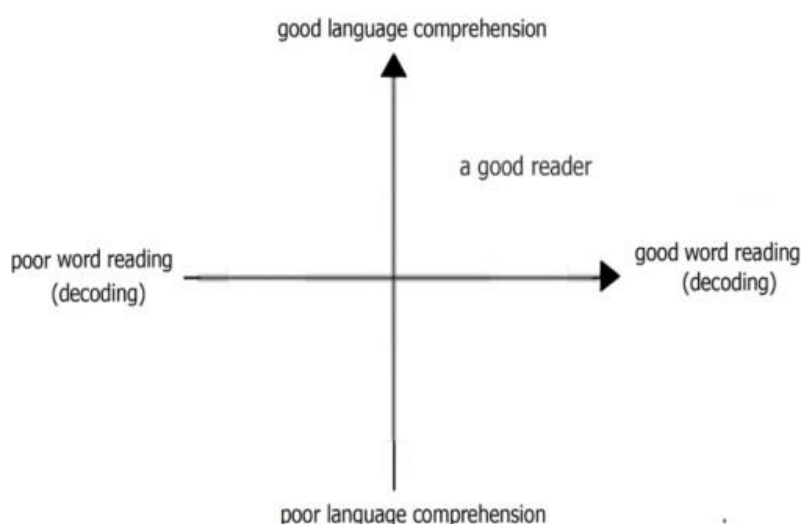
Decoding (Word Reading)

Decoding involves:

- Reading unfamiliar words by identifying the sounds corresponding to letters and blending those sounds together, either aloud or silently;
- Recognising familiar words automatically and accurately, without conscious decoding.

In this document, the terms *decoding* and *word reading* are used interchangeably, reflecting Gough and Tunmer’s original model. Unlike spoken language, written language is a cultural construct that requires direct teaching. For children with limited oral language skills, mastering decoding is essential for accessing the wider curriculum. Once children can read independently, their vocabulary, understanding, and knowledge of the world expand rapidly. To become successful readers, children must develop both secure decoding skills and strong language comprehension.

Figure 1:



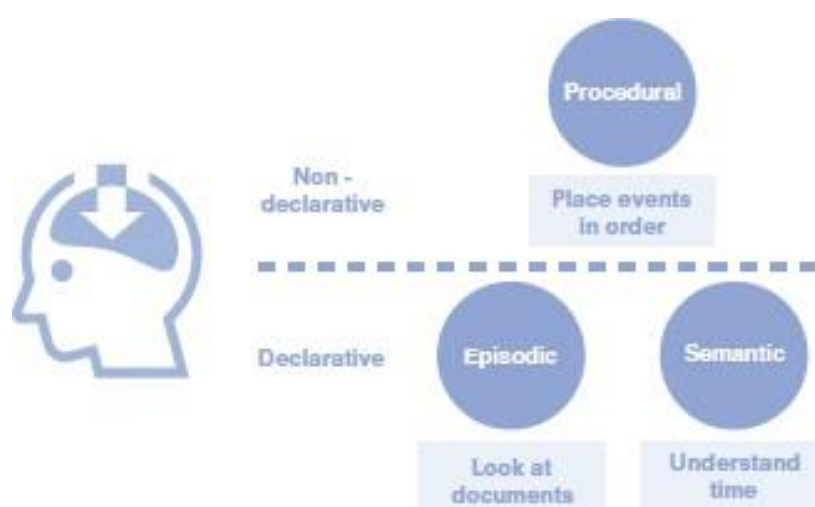
At our school, we have carefully reviewed the most reliable educational research to shape our understanding of what it means to learn. We define **learning** as *a change in long-term memory*. This definition informs the way we design and deliver our curriculum: by ensuring that key concepts – our ‘big ideas’ – are revisited, reinforced, and embedded over time.

Each unit of learning includes opportunities for **practice, retrieval, and reinforcement**, helping to secure knowledge in pupils’ long-term memory. We recognise that, for learning to be retained and transferable, it must be taught in **meaningful and connected contexts**. This approach enables pupils to make links between ideas and apply their understanding across different subjects and situations.

Understanding how long-term memory works helps guide our curriculum planning. Long-term memory is typically understood to include three key components:

1. **Procedural Memory** – This stores *how to* do things, such as sequencing events or developing fluency in key skills. Once these procedures are mastered, they become automatic and are known as *non-declarative* memories.
2. **Semantic Memory** – This stores factual knowledge and the meanings of concepts, supporting pupils' ability to understand and explain what they have learned.
3. **Episodic Memory** – This stores memories of personal learning experiences, such as activities or events that occurred during a lesson. These experiences act as cues that help trigger recall of processes and facts.

Both **semantic and episodic memory** require conscious thought and are classified as *declarative* memory. By engaging both declarative and procedural memory systems, we ensure that pupils are not only able to recall information but can also apply it flexibly and fluently in new contexts.



2019 Chris Quigley Education Ltd

Our approach to curriculum implementation is grounded in well-established research into **cognitive load theory** and how children learn most effectively. Studies have shown that when too many new concepts are introduced at once, the **working memory** can become overloaded, preventing knowledge from being successfully transferred into **long-term memory**.

To avoid this, we adopt a carefully sequenced approach that incorporates **spaced learning**, **interleaving**, and **regular retrieval practice**. By spacing the introduction of new content and revisiting key knowledge across different contexts, we reduce cognitive overload and promote deeper understanding.

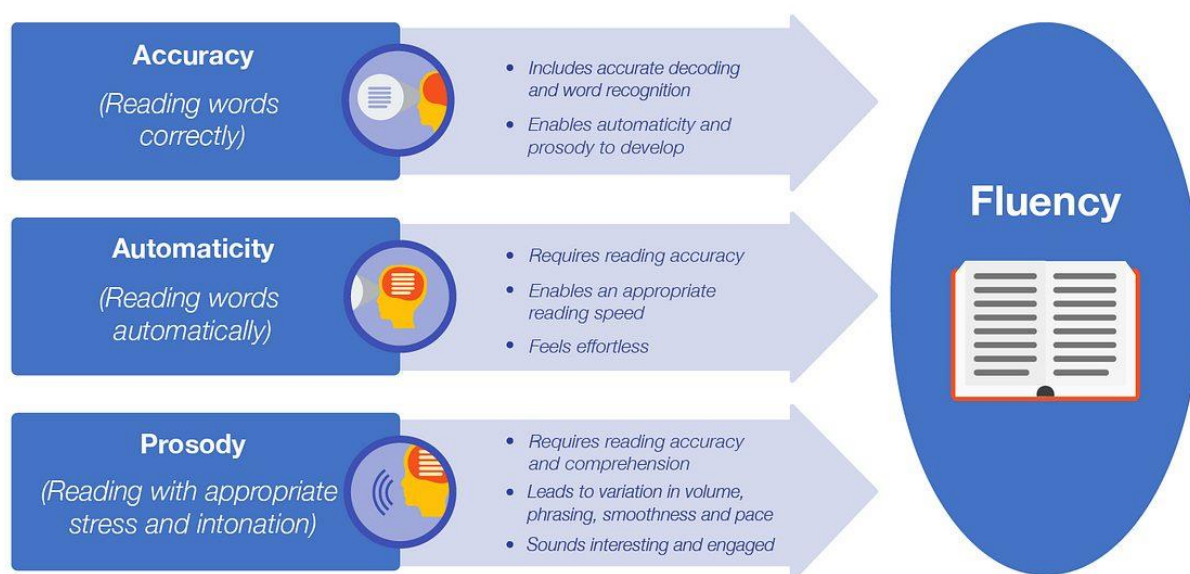
Research also highlights that the more frequently pupils are required to **retrieve** knowledge, the more securely it becomes embedded in long-term memory. Through repetition and thoughtful interleaving, pupils are given multiple opportunities to revisit and apply learning—ensuring that key concepts are not only retained, but also readily accessible when needed.

Fluency

The EEF (2022) state that Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.

If readers can decode words accurately but have to employ an excessive proportion of their cognitive resources to do so, they have fewer of those resources available for comprehension. However, when readers are accurate *and* automatic, they can decode with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read.

Figure 5: Reading fluency



INTENT

PHONICS (READING AND SPELLING)

At Shobnall Primary and Nursery School, we are committed to ensuring that every child becomes a confident and fluent reader and writer. To achieve this, we deliver high-quality phonics teaching through the Little Wandle Letters and Sounds Revised programme – a systematic and synthetic phonics approach, grounded in research and best practice.

Phonics teaching begins in Nursery and Reception, following the carefully sequenced progression of Little Wandle, which ensures that children systematically build their understanding of the alphabetic code. This structured approach enables pupils to master the skills needed to decode and spell words accurately as they move through school.

As a result of this consistency and high-quality teaching, our pupils develop the ability to confidently tackle unfamiliar words when reading. We reinforce phonics learning by modelling the application of phonics skills during shared reading and writing activities – both within dedicated phonics sessions and throughout the wider curriculum.

We also place a strong emphasis on language development, recognising that speaking and listening form the foundation for reading and writing success across all subject areas.

COMPREHENSION

We view reading as a vital life skill, essential for academic success and personal development. By the time children leave Shobnall Primary and Nursery School, they are confident, capable readers who understand what they read and take genuine pleasure in reading. Our pupils are equipped with the strategies to tackle unfamiliar vocabulary and are encouraged to see themselves as readers for both pleasure and purpose.

To ensure every child learns to read effectively, we have a dedicated Reading Leader who leads and champions our early reading provision. This highly skilled practitioner plays a central role in delivering high-quality phonics and early reading instruction. They provide ongoing support and training to staff, ensuring that phonics teaching is consistent and faithful to the Little Wandle Letters and Sounds Revised programme.

FLUENCY

At Shobnall Primary and Nursery School, we recognise reading fluency as a cornerstone of successful learning. In the 2024–2025 academic year, we enhanced our approach to reading by ensuring that fluency teaching continues well beyond the Little Wandle Letters and Sounds Revised programme. This sustained focus supports children as they transition to more advanced texts and develop into confident readers.

From Year 2 through to the end of Key Stage 2, pupils are assessed termly on key components of fluency: accuracy, automaticity, and prosody. Whole-class Guided Reading sessions are embedded across these year groups, with a strong emphasis on fluency, to ensure that children can access increasingly complex texts appropriate to their level.

All staff have received dedicated training on the pedagogy of reading fluency and the most effective strategies for teaching it. The Reading Leader oversees the implementation and impact of this approach, carefully tracking pupils' progress to ensure that every child leaves Shobnall as a fluent, capable reader – ready to access the wider curriculum and to cultivate a lifelong love of reading.

IMPLEMENTATION

FOUNDATIONS FOR PHONICS IN NURSERY

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

DAILY PHONICS LESSONS IN RECEPTION AND YEAR 1

Phonics Teaching

At Shobnall Primary and Nursery School, we teach phonics for 30 minutes each day. In Reception, we begin with shorter, 10-minute sessions supported by daily oral blending games, building up to full-length lessons as quickly as possible. Every Friday, we dedicate time to reviewing the week's learning to consolidate progress and support children in becoming fluent readers.

Children make a strong start in phonics from the outset. Teaching begins in Week 2 of the Autumn term in Reception, following the progression outlined by the Little Wandle Letters and Sounds

Revised programme:

- **Reception:** Children are taught to read and spell words using Phase 2 and Phase 3 grapheme-phoneme correspondences (GPCs), and Phase 4 words with adjacent consonants, with increasing fluency and accuracy.
- **Year 1:** Children revisit Phases 3 and 4, then move on to Phase 5, applying their phonics knowledge to read and spell more complex words with fluency and confidence.

Teaching Reading: Reading Practice Sessions

In Reception and Year 1, children take part in two reading practice sessions each week, designed to develop fluency, prosody, and comprehension. These sessions:

- Are delivered by fully trained adults in small groups of approximately six children.
- Use books that are precisely matched to each child's secure phonics knowledge, based on Little Wandle assessments and book matching guidance (as outlined in *Application of Phonics to Reading*, pp. 11–20).
- Are carefully monitored by the class teacher, who regularly rotates between groups to ensure consistency and progress.

Each session has a clear, focused objective, carefully structured to avoid overloading working memory. The three key areas covered across the week are:

1. Decoding – strengthening children's ability to apply phonics to unfamiliar words.
2. Prosody and Comprehension – teaching children to read with expression and understanding as well as developing children's understanding of the text.

Reading practice sessions begin in Week 4 of Reception. For children not yet ready to decode, we provide daily additional blending practice in small groups, ensuring rapid progress and early access to reading books.

READING IN YEAR 2 AND KS2

In Years 2 to 6, our reading curriculum is carefully structured to provide a balanced focus on both reading fluency and comprehension. This is delivered through a half-termly cycle:

- **Autumn 1:** Reading Fluency
- **Autumn 2:** Reading Comprehension
- **Spring 1:** Reading Fluency
- **Spring 2:** Reading Comprehension
- **Summer 1:** Reading Fluency
- **Summer 2:** Reading Comprehension

Reading Fluency sessions provide all children with access to the same high-quality text, fostering both a love of reading and the development of key fluency skills. These daily 25-minute sessions focus on improving accuracy, automaticity, and prosody through strategies such as reading aloud, echo reading, listening to the teacher model expert reading, and engaging in rich discussion. Staff draw on strategies from *Reading Recharged* to ensure sessions are engaging and purposeful, while also deepening comprehension through targeted questioning.

Reading Comprehension sessions, also delivered daily for 25 minutes, are designed to build children's understanding of unseen texts. We use the Literacy Shed's Micro VIPERS documents, which link to current, past, or future curriculum topics—enhancing both reading skills and subject knowledge. These sessions teach children to analyse texts and extract key information to respond to VIPERS-style questions (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarising). This approach not only strengthens pupils' ability to understand and interpret texts but also reinforces the integral role of reading across the wider curriculum.

HOME READING

All pupils at Shobnall Primary and Nursery School are provided with a reading diary, which is **checked daily** by a member of staff. We expect all children **to read at least three times per week**, with each reading session recorded in their diary. While it is not essential for parents to hear their child read aloud, we strongly encourage parental involvement through discussions about the books, characters, and themes, which not only motivates children but also deepens their comprehension.

Parents are asked **to record reading sessions in the diary**. As children move up through the school, they are encouraged to take increasing ownership of their reading habits by writing their own reflections and keeping a record of the books and authors they have enjoyed.

In Reception and Year 1, children have access a **fully decodable reading practice ebook** (through The Collins Reading Hub), carefully matched to their secure phonics knowledge to ensure they experience success and can confidently share their reading with family members. In addition:

- Reading for pleasure books are also sent home, designed to be shared and read aloud by parents to help foster a love of stories and language.
- We actively involve families in their child's reading journey by sharing Little Wandle Letters and Sounds Revised resources. These include guidance on phonics, the importance of book sharing, and tips on supporting early blending skills. Information is shared through online platforms and in-person workshops throughout the year.

ENSURING CONSISTENCY AND PACE OF PROGRESS

At Shobnall Primary and Nursery School, every teacher is trained to deliver high-quality reading instruction, ensuring consistent expectations for progress across all year groups. We use common language, routines, and resources in every reading lesson to provide clarity and consistency, helping to reduce cognitive load for our learners.

To support this, weekly content grids outline the progression of new learning across each day, week, and term throughout the phonics programme. Teachers follow structured lesson templates, use prompt cards, and access 'How-to' videos, ensuring a cohesive and well-sequenced approach to teaching reading.

The Reading Leader and Senior Leadership Team (SLT) regularly monitor reading provision using the Little Wandle Audit and Prompt Cards, ensuring fidelity to the programme. They also use summative assessment data to identify gaps in learning and pinpoint pupils in need of additional support, ensuring that no child falls behind.

ENSURING READING FOR PLEASURE

“Reading for pleasure is the single most important indicator of a child’s future success.”

(OECD, 2002)

“The will influences the skill – and vice versa.”

(OECD, 2010)

At Shobnall Primary and Nursery School, we **deeply value reading for pleasure** and actively foster a culture that nurtures a lifelong love of reading. We recognise the powerful impact that reading enjoyment has on children’s academic achievement, personal development, and future opportunities.

We read aloud to children **every day**, selecting texts with care to ensure they encounter a rich and diverse range of literature. These books include titles that:

- Reflect our children’s lives and local community,
- Introduce them to a variety of cultures, experiences, and perspectives,
- Spark imagination and inspire curiosity.

Every classroom features a **welcoming and well-stocked book corner**, designed to encourage independent reading and spark interest. These spaces are thoughtfully curated and regularly refreshed. Teachers actively promote the books available, talking with enthusiasm to engage pupils and encourage them to explore new genres and authors.

- In **Nursery and Reception**, children have **daily access to the reading corner** during free-flow time, allowing for spontaneous and self-directed engagement with books.
- In **Key Stage 2**, classes have **weekly access to the KS2 library**, providing opportunities to browse, borrow, and enjoy a wider variety of books.

Throughout the year, pupils take part in **exciting Reading for Pleasure events**, such as:

- Book fairs
- Author visits and workshops
- National celebrations of reading (e.g., World Book Day)

These experiences help to cultivate a positive reading culture, where reading is celebrated, shared, and truly enjoyed by all.

IMPACT

ASSESSMENT

Assessment plays a crucial role in monitoring progress, identifying needs, and ensuring all children develop into fluent, confident readers. Both formative and summative assessment strategies are used consistently across the school to inform teaching and provide targeted support.

Formative Assessment (Assessment for Learning)

- **EYFS and Key Stage 1:** Daily in-class assessment is used to promptly identify children requiring *Keep-up* support.
- **EYFS and Key Stage 1:** Weekly *Review* lessons help assess gaps in knowledge, enabling immediate intervention and securing fluency in grapheme-phoneme correspondences (GPCs), high-frequency words, and spellings.
- **Year 2 and Key Stage 2:** Daily assessment within reading sessions helps staff quickly identify children in need of additional fluency or comprehension support.

Summative Assessment

SHOBNALL PRIMARY & NURSERY SCHOOL APPROACH TO THE TEACHING OF READING

- **EYFS and Key Stage 1:** Every six weeks, pupils are assessed to monitor progress, identify gaps in learning, and determine any need for additional support. This informs the planning of *Keep-up* sessions.
- **EYFS and Key Stage 1:** Where progress is below expectations, assessments help determine whether a child should access the *Rapid Catch-Up* or *SEND* programme.
- **EYFS and Key Stage 1:** Assessment data is reviewed by senior leaders using the *Little Wandle Letters and Sounds Revised* tracker. This supports the identification of attainment gaps between groups and enables timely, targeted teacher support.
- **Year 2 and Key Stage 2:** Each term, children complete a *Collins Reading Fluency Assessment* to determine their current reading age and fluency level. Those not meeting age-related expectations receive weekly, ability-grouped reading sessions using texts matched to their assessed reading age.
- **Key Stage 1 and Key Stage 2:** At the end of each term, children complete reading comprehension assessments. From 2025 onwards, *Testbase* materials are used, with scaled scores tracked across each pupil's academic journey. This ensures progress is monitored closely and that all children are on track to become skilled, reflective readers.

STATUTORY ASSESSMENT

Children in Year 1 complete the Phonics Screening Check, as required nationally. Any child who does not meet the expected standard will re-sit the check in Year 2 to ensure they have secured the necessary phonics knowledge.

In line with JTMAT expectations, Year 2 pupils complete past Key Stage 1 Reading Papers at the end of the Summer Term, providing a summative overview of their reading attainment.

In accordance with Department for Education (DfE) requirements, Year 6 pupils sit their End of Key Stage 2 Reading SATs during the Summer Term, measuring their proficiency and readiness for secondary education.

ONGOING ASSESSMENT FOR CATCH-UP

Children in Years 2 to 6 are assessed through a combination of ongoing formative teacher assessment and half-termly summative assessments from the *Little Wandle Letters and Sounds Revised* programme.

Lesson observations are regularly conducted to ensure that teaching practice aligns with our pedagogical expectations and delivers the necessary depth of learning.

Pupils' attainment and progress in reading are measured against the objectives outlined in the National Curriculum. Teachers record this information using Sonar Tracker, which supports both parental communication and the planning of future teaching and learning.

To ensure accuracy and consistency in assessment, staff also use the JTMAT Reading Grids, which provide a comprehensive framework for making reliable judgements across all strands of the reading curriculum.

EFFECTIVE TEACHING AND LEARNING IN READING

At Shobnall Primary and Nursery School, we believe that **effective teaching ensures pupils retain knowledge in their long-term memory**. This is achieved through well-planned opportunities for **revisiting, practising, and applying prior learning**, alongside engaging with new content in meaningful and analytical ways. When pupils actively make connections, reflect on their learning, and apply knowledge in varied contexts, retention is significantly strengthened.

Teachers play a pivotal role in this process by delivering **clear, purposeful exposition** that builds on what pupils already know and can do, carefully scaffolding new concepts to secure understanding.

Guided by the **Education Endowment Foundation's (EEF) reports** on improving literacy in Key Stage 1 and Key Stage 2, we ensure our literacy provision is both research-informed and rooted in best practice. Our approach includes:

- **Developing pupils' language capability to support reading**
We prioritise purposeful **speaking and listening opportunities** to enhance pupils' language skills—providing a crucial foundation for comprehension, communication, and thinking. Strategies include:
 - Reading high-quality texts aloud and discussing them
 - Extending expressive and receptive vocabulary
 - Encouraging collaborative discussion to share thought processes
 - Using structured questioning to deepen comprehension
 - Modelling inferential thinking by 'thinking aloud'
- **Providing a balanced and engaging approach to reading**
Confident readers need both **decoding** (the ability to translate text into spoken sounds) and **comprehension** (understanding the meaning of what is read). We ensure these two essential dimensions are taught together, in a **systematic, engaging, and integrated way**.
- **Embedding a systematic, synthetic phonics programme**
We use a carefully sequenced phonics programme that explicitly teaches the full range of **grapheme-phoneme correspondences (GPCs)** for reading and spelling. This approach is crucial for laying the foundations of early reading and writing success.
- **Supporting the development of fluent reading**
Fluency—reading with speed, accuracy, and expression—is essential for strong comprehension. Our strategies to develop fluent reading include:
 - Guided oral reading sessions
 - Repeated reading of texts
 - Teaching that is responsive to pupils' current fluency levels, ensuring appropriate challenge and support
- **Teaching reading comprehension strategies explicitly**
We equip pupils with a **repertoire of comprehension strategies** that help them monitor and improve their understanding. These include:
 - Predicting
 - Questioning
 - Clarifying
 - Summarising
 - Inferring
 - Activating prior knowledgeThrough **modelling and guided practice**, pupils learn to apply these strategies independently and become more reflective, strategic readers.

This structured, evidence-based approach ensures that all pupils—regardless of starting point—are supported to become **confident, fluent readers** who can engage with a rich and challenging curriculum.

SUPPORTING PUPILS IN READING, INCLUDING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

At Shobnall Primary and Nursery School, we recognise that children within each class present a broad spectrum of reading abilities. We are committed to **providing inclusive, high-quality learning opportunities for all pupils** by matching the level of challenge to each child's individual needs—ensuring that every child can access and succeed in the curriculum.

Phonics Intervention and Support

Children who require additional support in phonics receive **daily 'Keep-up' sessions**, delivered by fully trained staff. These sessions mirror whole-class teaching in structure, language, resources, and routines but are carefully broken into smaller steps with increased repetition to ensure learning is secure and retained.

For pupils with **significant gaps in phonics knowledge**, such as those who join the school mid-year, we implement the **Little Wandle Letters and Sounds Revised 'Rapid Catch-up' programme**. This intensive intervention is designed to accelerate progress and help children reach age-related expectations quickly and confidently.

For children identified with **specific Special Educational Needs and Disabilities (SEND)**, we use the **Little Wandle SEND Programme**. This carefully adapted version of the main phonics scheme ensures all pupils have access to appropriate challenge and support. It follows a **graduated approach**, with a focus on precision teaching and a personalised pace, allowing children to progress through the phonics journey in a meaningful and supported way.

Ongoing Intervention for Developing Readers

We timetable **daily phonics sessions** for any child who is not yet a fluent reader or who did not meet the expected standard in the Phonics Screening Check. These pupils require urgent and consistent support to close the attainment gap and keep pace with their peers. Using **Little Wandle's diagnostic assessments**, we identify precise gaps in knowledge and address them through **short, focused 'Keep-up' lessons**, delivered at least three times per week.

In addition to phonics intervention, in **KS2 each term**, pupils complete a **Collins Reading Fluency Assessment** to determine their current reading age and level of fluency. Children who are not meeting age-related expectations receive **weekly, ability-grouped reading sessions**. These sessions are carefully planned using texts **matched to each child's assessed reading age**, ensuring the support is both targeted and meaningful. This approach helps build confidence, fluency, and comprehension, while ensuring that children continue to develop as readers in a supportive, structured environment.

Inclusive Strategies for Differentiation

We believe all pupils should be exposed to rich, meaningful content that promotes thinking, connection-making, and real understanding. Therefore, rather than significantly reducing content for less fluent readers, we focus on **providing support that enables full access** to learning through strategies such as:

- Designing **open-ended tasks** that allow for a variety of responses
- **Tiered levels of challenge**, with some pupils completing more advanced sections of a task
- Setting **pre-reading tasks** to address unfamiliar vocabulary
- Flexible **grouping by ability**, with differentiated tasks to meet group needs
- Providing **scaffolded resources** of varied complexity
- Using **teaching assistants** to support individuals or small groups effectively

Through this targeted yet inclusive approach, we ensure that **every pupil—regardless of starting point—has the opportunity to become a confident, capable reader** who can fully engage with the wider curriculum.

PROMOTING KEY SKILLS IN READING

Through our teaching of reading comprehension, we provide opportunities for pupils to develop the key reading skills. VIPERS is an acronym to aid the recall of 6 reading domains as part of the UK's

reading curriculum:

- **Vocabulary** – to give/explain the meaning of words in context.
- **Inference** – making inference from the text/ explain and justify using evidence from the text.
- **Predict** – predicting what might happen from the details stated and implied.
- **Explain** – identify/explain how information/narrative content is related and contributes to the meaning as a whole; identify/explain how meaning is enhanced through choice of words and phrases and make comparisons within the text.
- **Retrieve** – retrieve and record key information/key details from fiction and non-fiction.
- **Sequence (KS1)** – sequence the key events in a story.
- **Summarise (KS2)** - summarise main ideas from more than one paragraph.

PLANNING AND RESOURCES

We use the National Curriculum as the foundation for our reading curriculum, ensuring that children of all abilities are supported in developing their reading skills and knowledge. Our planning incorporates clear progression, with increasing levels of challenge built in as children move through the school.

In **Nursery**, we follow the *Little Wandle Letters and Sounds Revised: Foundations for Phonics* programme. This ensures that children are well-prepared to begin grapheme–phoneme correspondence and blending from the start of **Reception**. The provision balances both child-led and adult-led experiences and places a strong emphasis on developing sound awareness through focused listening, attention, and oral blending activities.

In **Reception and Year 1**, we follow the *Little Wandle Letters and Sounds Revised* planning for both phonics and reading practice sessions. This ensures a consistent and systematic approach that builds fluency, decoding, and comprehension from the earliest stages.

From **Year 2 to Year 6**, class teachers plan reading lessons (short-term plans) using a structured format, often presented via flipcharts or slide decks. These plans outline specific learning objectives and expected outcomes for each session. While teachers retain ownership of these plans, they are stored on the staff shared drive for ease of access and for monitoring by the subject leader. Teachers and the reading lead regularly collaborate, both formally and informally, to review and refine planning.

Each classroom is well-equipped with the necessary resources to deliver the full reading curriculum effectively. Additionally, our school library offers a wide selection of books to support reading for pleasure and research, and iPads are available to enhance individual learning and independent study.

CROSS-CURRICULAR OPPORTUNITIES

Staff are actively encouraged to make cross-curricular links between reading and other subjects, helping to create a relevant, engaging, and meaningful curriculum. Reading plays a vital role across the wider curriculum, supporting learning in subjects such as history, geography, science, and beyond.

Children regularly engage with a variety of high-quality texts that are carefully selected to complement and enrich their understanding of topics being studied in other areas of the curriculum. This exposure not only deepens subject knowledge but also supports vocabulary development, including subject-specific and technical terminology.

Spiritual, Moral, Social, and Cultural (SMSC) Development

SHOBNALL PRIMARY & NURSERY SCHOOL APPROACH TO THE TEACHING OF READING

Our reading curriculum also makes a strong contribution to pupils' spiritual, moral, social, and cultural development. Through diverse texts and thought-provoking content, children explore a wide range of themes including multiculturalism, identity, fairness, and justice. Historical and fictional texts provide a platform for rich discussions around moral dilemmas, societal change, and the impact of key historical figures. These opportunities allow children to develop empathy, reflect on values, and engage in meaningful conversations about the world around them.

HEALTH AND SAFETY

We enable all pupils to have access to the full range of activities involved in learning reading. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Further information can be found in the Health and Safety and Wellbeing Policy and Educational Visits Policy.

SAFEGUARDING AND CHILD PROTECTION

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;
- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through supervision, support and training.

See JTMAT Safeguarding and Child Protection Policy and Shobnall Primary & Nursery School Safeguarding and Child Protection Procedures for further information.

MONITORING AND REVIEW

It is the responsibility of the subject leader:

- supports colleagues in their teaching, by keeping informed about current developments in reading and by providing a strategic lead and direction for this subject;
- to develop, implement and review an action plan for reading;
- to monitor reading throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.

Monitoring of the standards of children's work and of the quality of teaching in reading is the responsibility of the reading subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

This policy will be reviewed at least every three years.

