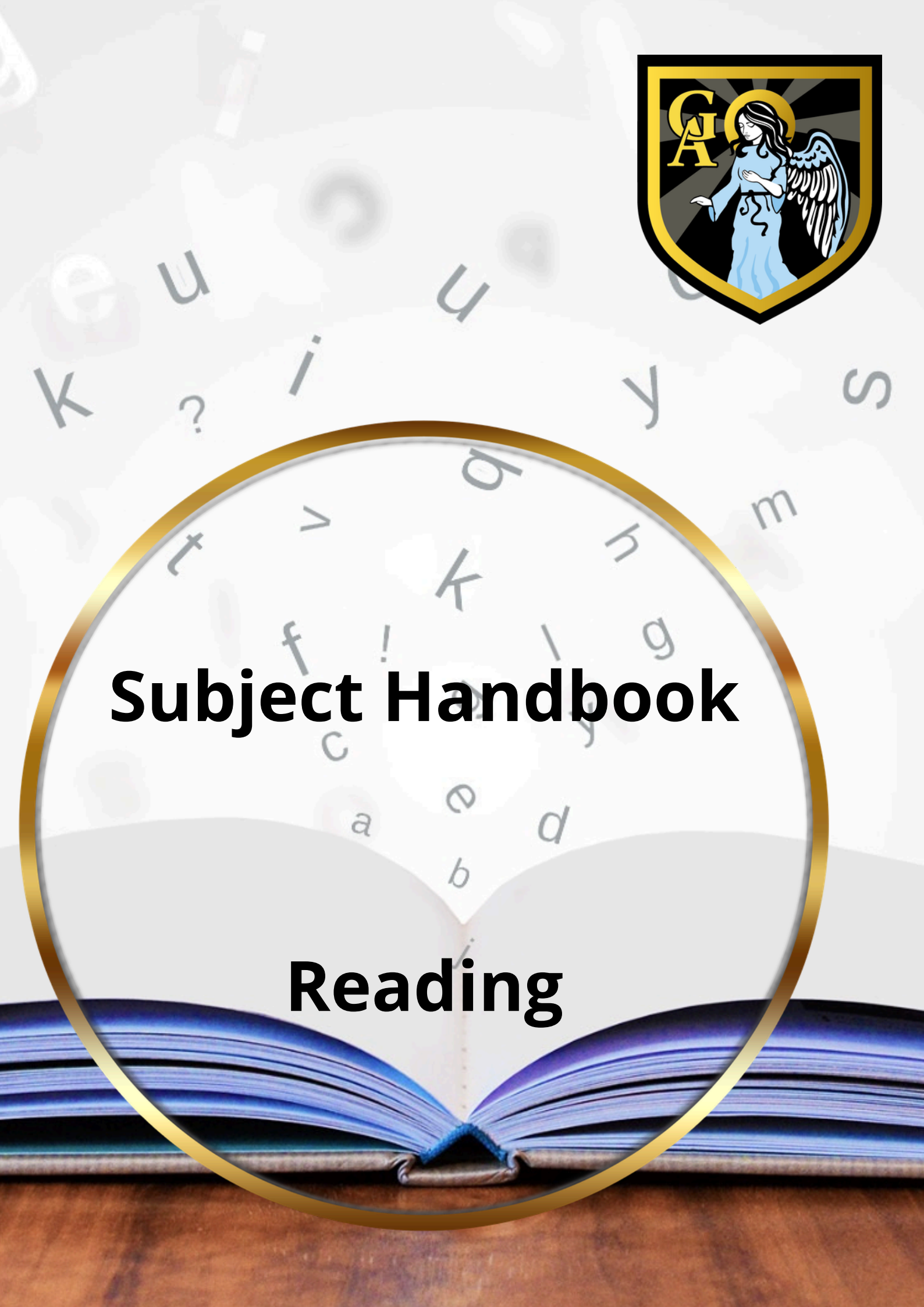


Subject Handbook

Reading

Vision for Reading

The ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas of the curriculum. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.



Reading Priciples

1. Everyone is a reader and is supported to develop confidence, fluency and a lifelong love of reading.
2. Reading is at the heart of the curriculum, enabling children to access, enjoy and succeed in all areas of learning.
3. All children make strong progress in reading through high-quality teaching, targeted support and appropriately challenging texts.
4. Children are inspired by rich, diverse and ambitious texts and embrace the challenge of exploring new ideas, perspectives and experiences.
5. A language-rich environment permeates the school, fostering curiosity, vocabulary development and a culture of reading.
6. Children demonstrate understanding through thoughtful discussion, questioning and high-quality verbal and written responses.
7. A wide range of authors, themes, cultures and genres are celebrated, broadening children's knowledge, empathy and understanding of the world.
8. Reading for pleasure is actively promoted through daily opportunities to hear, share, discuss and enjoy high-quality texts.
9. Expert modelling by adults nurtures enthusiastic, reflective and independent readers.
10. Strong partnerships with parents and carers support children's reading development both at home and at school.

Impact

- Supported cognitive development.
- Improved language skills.
- Preparation for academic success.
- Developing a special bond with your child.
- Increased concentration and discipline.
- Improved imagination and creativity.
- Cultivating. lifelong love of reading.

Intent

At Guardian Angels, we intend to create confident readers, who have the ability to develop deep and true understanding of what they read alongside fluency of reading. Children will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and engender a genuine love of reading and a keen interest in a range of texts - inspiring them to become life-long readers who enjoy books and have a desire to read for pleasure.





Implementation

Reading sessions are taught throughout the week to:

- Support children to make progress in reading
- Motivate children to read and discuss texts, as a whole class in KS2 or in pairs or small groups with a teacher/teaching assistant in KS1
- Encourage other children to work independently of the teacher and the teaching assistant
- Provide effective differentiation, including challenge for the more able children
- Demonstrate how children can read, enjoy and analyse a range of texts.

Early reading is taught through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Children read the same text three times a week focusing on a different skill each lesson: decoding, prosody and comprehension. This approach enables the child to become familiar with the text fully to ensure achievement for all.

Progression in Reading

The National Curriculum provides the foundation for planning, teaching and assessment in reading. Reading skills and knowledge are progressively mapped across year groups to ensure clear progression and full curriculum coverage. Carefully chosen, high-quality texts provide appropriate challenge, broaden pupils' experiences and support the development of fluency, comprehension and critical literacy, enabling all children to achieve the expectations of the National Curriculum and make sustained progress as readers.

National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- reading easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonics and decoding	• enjoying rhyming and rhythmic activities • showing an awareness of rhyme and alliteration • recognising rhythm in spoken words • continuing a rhyming string • hearing and saying the initial sound in words • segmenting the sounds in simple words and blending them together, knowing which letter represents some of them • linking sounds to letters, naming and sounding the letters of the alphabet • using phonic knowledge to decode regular words and read them aloud accurately	• applying phonic knowledge and skills as the route to decoding words • blending sounds in unfamiliar words using the GPCs that they have been taught • responding speedily, giving the correct sound to graphemes for all of the 40+ phonemes • reading words containing taught GPCs • reading words containing -s, -es, -ing, -ed and -est endings • reading words with contractions, e.g. I'm, I'll and we'll	• continuing to applying phonic knowledge and skills as the route to decoding words until automatic decoding has becoming embedded and reading is fluent • reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • accurately reading most words of two or more syllables • reading most words containing common suffixes	• using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) • applying growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud • applying growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and –cian, to begin to read aloud	• reading most words fluently, attempting to decode any unfamiliar words with increasing speed and skill • applying knowledge of root words, prefixes and suffixes / word endings to read aloud fluently	• reading most words fluently and attempting to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • applying growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently	• reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending • decoding any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

Early Reading and Phonics

We teach early reading through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One to ensure children become fluent readers. Reading books are carefully matched to phonic learning to ensure a complete approach to the teaching and learning of reading. Children read the same text three times a week focusing on a different skill each lesson: decoding, prosody and comprehension. This approach enables the child to become familiar with the text fully to ensure achievement for all.

Once children have completed the Little Wandle Phonics programme, they move on to the Little Wandle Fluency programme, where they continue to develop reading accuracy, automaticity, prosody and comprehension through carefully matched texts. As pupils become fluent readers, they progress to guided reading using high-quality 'real' texts, which are studied in depth over a number of weeks. Texts are carefully selected for each year group through a reading spine of ambitious, engaging and thematic literature. Adult-led sessions focus on developing fluency, vocabulary and comprehension, followed by opportunities for independent application and response. Comprehension questions are linked to the relevant content domains to ensure a broad range of reading skills is taught, practised and assessed, enabling pupils to become confident, thoughtful and independent readers.



Little Wandle
LETTERS AND SOUNDS
REVISED

Inclusion

To ensure all children keep up with their reading development, timely intervention and targeted support are provided where needed. Children identified as requiring additional phonics support receive revision and consolidation through the Little Wandle Keep-Up programme alongside daily phonics teaching. In Key Stage 2, children who have not met the expected standard in the Year 2 Phonics Screening Check, and those identified through assessment as requiring further support, access the Little Wandle Rapid Catch-Up programme. This targeted intervention focuses on closing gaps in phonic knowledge, improving decoding skills and developing reading fluency, enabling pupils to access the wider reading curriculum with confidence.

Children requiring additional support, including those with SEND, have access to a range of adaptive strategies and resources to remove barriers to learning. These may include reading scanner pens, immersive reader technology, coloured overlays and other reasonable adjustments tailored to individual needs. Through early identification, targeted intervention and appropriate adaptations, all pupils are supported to make progress and achieve success as readers.

Assessment

All class teachers and supporting adults involved in the reading process keep records of individual children's performance related to specific objectives and assessment foci. In each reading practice session, objectives are taken from the year group's target sheets and are highlighted following observations of, and discussions with the group, and individual children where appropriate. These assessments are kept up to date regularly.

At the beginning of the school year, children are formally assessed through Star Reading and Star Early Literacy (EY and Y1) to identify independent reading levels. Assessments are completed at the end of each term to inform teacher assessment and children requiring intervention.

National Statutory Assessments Reading elements of the children's language and English skills are assessed in the first term of the Reception class using early learning goal assessments. Children are formally assessed at the end of Year One when they undertake the Phonic Screening Check, and again in Year Two if they did not meet the required standard previously.

From Year One onwards, formal summative assessment of reading comprehension is undertaken via SATs tests and other assessments. Children will leave Guardian Angels Catholic Primary School as confident, competent readers who can read fluently and with good understanding. They will be equipped with a secure understanding of a wide range of vocabulary and authorial techniques, being able to read with a writer's eye. This will be demonstrated by children being assessed as meeting at least age related expectations and also having a good knowledge of a range of literature, with a real love of reading evident too.