

Reading at Ayresome Primary School

“Children’s words are powerful tools; through writing, they discover their voices, share their stories and shape their futures.”

Intent

Ayresome’s curriculum statement of intent for reading has been carefully considered to ensure the content designed and delivered supports children to be the best version of themselves they can be.

The context that our children live in:

- Our children live in a community where developing the skills, resilience and emotional intelligence to thrive and grow as individuals is essential.
- Our children live in a world where understanding and celebrating their unique identities helps them navigate a challenging and ever-evolving environment.
- Our children live in a community where they need to feel empowered to make positive changes and believe in their own abilities.
- Our children live in a world where a strong network of relationships and community support is crucial for their growth and success.
- Our children live in a community where building vocabulary and language skills from an early age is critical to their future opportunities and achievements.

We want our children to:

- Be inspired to make a positive impact on their community.
- Have the ambition, resilience, and skills to succeed in a rapidly changing, interconnected world, and the confidence to use technology effectively.
- Have a supportive network within their community.
- Feel secure in who they are and be open to exploring their own growth and development.
- Develop a rich vocabulary and a lifelong love of learning.
- Strive to include others, focus on kindness and appreciate diverse perspectives.
- Live by a strong set of morals and understand the difference between right and wrong

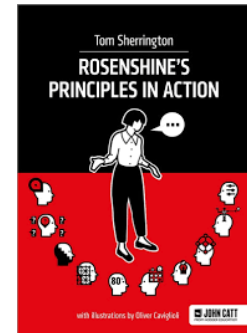
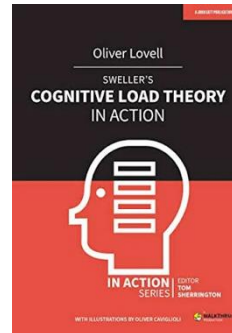
Therefore, we support our children’s holistic development by providing lived experiences through the lens of the STARS values.

Support Togetherness Achieve Respect Success

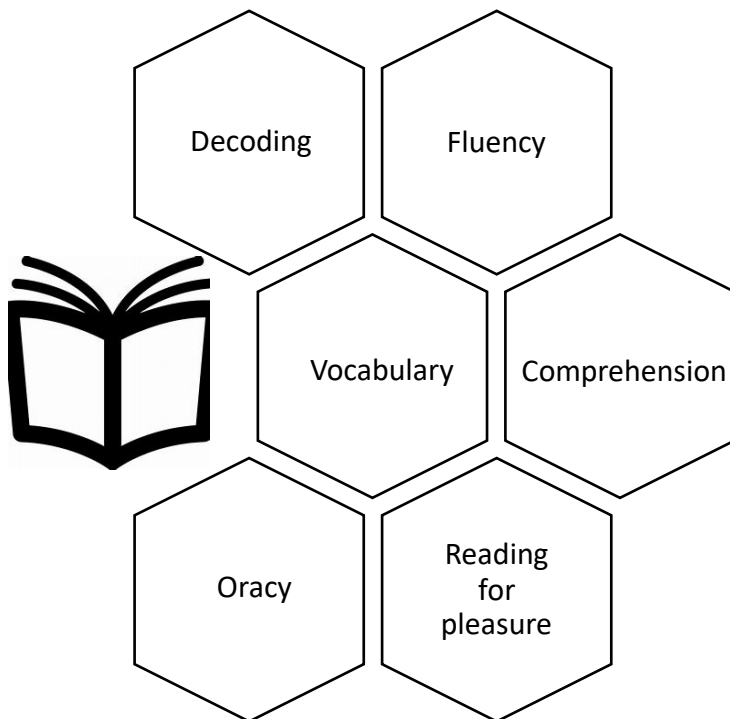
Implementation

To ensure our everyday classroom practice transfers our intention, we use current research in cognitive science to develop pedagogy and quality CPD to ensure subject content is expertly delivered. This is alongside mentoring and coaching through our interconnected channels of leaders across school.

Using research from Sweller’s Cognitive Load Theory, Rosenshine’s Principles and Ebbinghaus’ Forgetting Curve, the curriculum is implemented effectively using subject specific concepts. This enables pupils to attach new theory and ideologies onto growing schema as they move through Ayresome, year on year. This in turn helps pupils to make connections and make learning meaningful.



The foundations of reading:



Ayresome’s curriculum is mapped using these foundations. We plan for pupil development following the year group progression map outlined in the impact section below.

Decoding is the ability to translate written symbols into spoken sounds. It relies on secure phonics knowledge and the application of grapheme–phoneme correspondences. Skilled decoders blend sounds confidently and accurately, enabling them to read unfamiliar words and build automaticity over time.

Fluency is the ability to read accurately, at a suitable pace, and with prosody. It allows children to read smoothly, phrasing text naturally and using tone and expression to reflect meaning. Using the EARS framework – Expression, Automaticity, Rhythm and Phrasing, and Smoothness – teachers assess and develop fluent reading that supports strong comprehension.

Vocabulary is central to understanding what is read. A wide and deep vocabulary allows children to make sense of increasingly complex texts. It includes both the explicit teaching of words and the incidental learning that happens through exposure to high-quality language and discussion.

Comprehension is the ability to construct meaning from texts. It involves using background knowledge, inference, prediction, clarification, questioning and summarising. Through structured strategy teaching and discussion, children learn to think actively as they read and respond with understanding and insight.

Oracy underpins all aspects of reading. Through high-quality discussion, children learn to articulate their ideas, build on others’ contributions and explore language. Talk supports the development of vocabulary, inference and understanding, while also developing confidence and expression in reading aloud.

Reading for pleasure builds lifelong reading habits. It is fostered when children are given choice, time and access to a wide range of texts. Reading for enjoyment improves fluency, widens vocabulary, and supports emotional and social development, creating confident, motivated readers

Subject Delivery

Please see our Early Years Policy with regards to the delivery of Early Reading.

When?

Reading is taught every day across the school, tailored to children's developmental needs. In Reception and Key Stage 1, daily phonics sessions using Little Wandle Letters and Sounds Revised provide a systematic approach to decoding and early reading skills. In Key Stage 2, daily reading lessons focus on building fluency, comprehension, vocabulary and oracy, alongside continued phonics catch-up where needed.

How?

Our reading curriculum balances discrete phonics teaching in early years with rich, varied texts to inspire and develop confident readers. In Reception and Key Stage 1, phonics is taught through well-sequenced sessions that build secure decoding skills. From Year 3 onwards, reading lessons develop fluency, comprehension and vocabulary through whole-class teaching, guided discussion and opportunities for performing texts through our weekly Readers Theatre sessions.

Texts are carefully chosen to support curriculum themes and expand background knowledge, ensuring children develop both decoding skills and a deeper understanding of language. Teachers model fluent reading and create engaging experiences that build a lifelong love of reading. Assessment and responsive planning ensure every child's needs are met, including targeted support for those who require catch-up interventions.

Pedagogical Approach

Early Reading EYFS/KS1

Our pedagogical approach to reading in the Early Years and Key Stage 1 is grounded in the systematic and rigorous teaching of synthetic phonics through the Little Wandle Letters and Sounds Revised programme. We prioritise early reading as a foundational skill, ensuring all children develop the phonemic awareness and decoding skills needed to become fluent, confident readers. Daily phonics sessions are carefully structured and consistently delivered, with regular assessment to identify and address gaps in learning. Children read fully decodable books that are closely matched to their phonics knowledge, enabling them to apply what they have learned and experience success. Alongside phonics, we foster a love of reading through rich, high-quality texts, story time, and language-rich environments that promote vocabulary development and comprehension.

Key Stage 2

In Key Stage 2, reading lessons focus on developing fluent, confident, and engaged readers through a balanced and research-informed approach. We build on the secure decoding skills established in earlier years by deepening vocabulary knowledge, enhancing comprehension strategies, and fostering oracy and reading for pleasure.

High-quality, carefully selected texts provide a rich stimulus for exploring language, ideas and themes linked to the wider curriculum. These texts serve as a springboard for discussion, analysis and reflection, helping children to develop critical thinking and a love of reading that extends beyond the classroom.

Reading fluency is central to our approach. Using Rasinski's EARS framework (Expression, Automaticity, Rhythm, and Smoothness), we explicitly teach and model prosody to ensure children read aloud with meaning and engagement. As Rasinski notes,

"Fluency is the bridge between decoding and comprehension. When fluent reading becomes automatic, children can focus their attention on making meaning."

Alongside fluency, we prioritise teaching vocabulary in context to expand children's expressive and receptive language. Comprehension lessons use discussion-driven teaching of strategies such as predicting, clarifying, questioning, and summarising to deepen understanding and foster independent thinking.

Oracy skills are woven into reading lessons to build confidence in articulating ideas and engaging in collaborative dialogue. To further support reading engagement, Book Club sessions are timetabled several times a week. These sessions provide a dedicated time for pupils to immerse themselves in reading, share ideas and develop a community of enthusiastic readers. Book Clubs encourage discussion around texts, promoting critical thinking and a deeper connection to literature.

We also nurture reading for pleasure by providing a wide range of genres and authors that reflect diverse experiences and interests, encouraging lifelong reading habits.

Assessment and responsive teaching ensure that all pupils, including those needing phonics catch-up, make strong progress in becoming proficient and enthusiastic readers.

Greater Depth in reading goes beyond accuracy and fluency; it involves developing critical and analytical skills that enable pupils to engage with texts on a deeper level. Children working at greater depth demonstrate sophisticated comprehension by making inferences, analysing authorial intent, recognising nuances in language and evaluating the reliability and perspective of texts. They are able to compare themes, structures and viewpoints across different texts and apply higher-order thinking skills to form well-supported personal responses. Teaching for greater depth encourages metacognition, prompting pupils to reflect on their understanding, question assumptions and self-monitor their interpretations. Strategies such as text annotation, discussion-based enquiry and creative responses support children to 'deepen the moment', moving beyond surface meaning to explore subtleties and complexities in reading. This approach fosters confident, independent readers who are able to appreciate the richness of language and the power of storytelling.

Poetry

Each term begins with a Poetry Day, designed to immerse all pupils in the exploration and appreciation of poetry as readers. Each year group engages with a different poem, aligned to that term's theme, allowing for progression in understanding poetic forms and literary devices from EYFS to KS2.

Poetry Day is structured around reading, exploring, discussing and responding to a selected poem. Pupils develop their comprehension skills by examining vocabulary, imagery, rhythm, and meaning within the poem. They also learn to appreciate how poets use language creatively to convey emotions and ideas. This process deepens pupils' understanding of poetic techniques and supports their broader reading comprehension.

Additionally, Poetry Day fosters pupils' oracy skills through collaborative discussion and performance. Pupils are encouraged to express meaning clearly using intonation, tone and volume, helping them to engage with poetry as an expressive art form. These experiences enrich vocabulary, develop listening skills and build confidence in speaking, all of which support their overall reading development.

Reading for Pleasure

At the heart of our reading curriculum is a strong commitment to fostering a lifelong love of reading. To support this, we run regular timetabled Book Club sessions several times a week, designed to ignite children's enthusiasm, curiosity and sense of discovery. In Book Club, teachers actively share reading recommendations and guide pupils to find books that match their interests and challenge their thinking. This creates a welcoming space where pupils feel supported to explore new genres, share their thoughts and build a personal connection to reading.

Our Book Club nurtures children's independence as readers and helps them develop a rich reading identity, building confidence and fostering a community where every voice is valued. This motivates pupils to become resilient, adventurous readers who love to share their reading journey.

We further enrich our reading culture through a well-resourced school library, regular author visits, participation in the National Literacy Trust's Young Readers Programme and celebrations such as World Book Day. These experiences connect pupils to wider reading communities and real authors, showing them that reading is a vibrant, living experience that extends beyond the classroom.

By embedding reading for pleasure at the core of our provision, we aim to cultivate enthusiastic, lifelong readers who read widely, think deeply and enjoy the magic and power of stories.

Text Overview

	CHARACTER	COMMUNITY	CULTURAL ROOTS	CURIOSITY	COURAGE	COMMUNICATION		CHARACTER	COMMUNITY	CULTURAL ROOTS	CURIOSITY	COURAGE	COMMUNICATION
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1													
YEAR 2													

	CHARACTER	COMMUNITY	CULTURAL ROOTS	CURIOSITY	COURAGE	COMMUNICATION
YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Belonging by Jeannie Baker Ani'sha: Accidental Detective by Serena Patel	 Leo and the Gargants Curse by Joe Todd Stanton Greek Myths by Geraldine McCaughrean	 The First Drawing by Mordecai Gersten The Wild Way Home by Sophie Kiriley	 Pop Up Vikings by Tom Vialant Escape from Pompeii by Christina Ball	 The Ancient Olympic Games by Tommy Nunz Magic Treehouse 15: Olympic Challenge	 The Owl and the Pussycot by Edward Lear A Shakespeare Story: A Midsummer Night's Dream
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 The Proudest Blue by Ibtihaj Muhammad and S.K. Ali The Boy at the Back of the Class by David Almond	 Cinderella and the Prince by Beverley Naidoo and Marjorie Vafarian The Story of Tutankhamun by Patricia Cleveland-Peck	 What the Romans did for us by Alison Rowsell Romans on the Rampage by Jeremy Strong	 The Rhythm of the Rain by Grahame Baker-Smith The River Singers by Tom Moorhouse	 Little People Big Dreams: Emmeline Pankhurst The Time Travellers: Adventure Calling by Safiya Ahmed & Alessia Trunfio	 Jabberwocky and other nonsense collected Poems Shakespeare: The Tempest
YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 The Island by Armin Greder No Ballet Shoes in Syria by Catherine Bruton	 Rain Player by David Wisniewski The Maya and Chichen Itza (Time Travel Guides)	 Smashing Savans (Newspaper Edition) by Terry Deary The 1000 year old Boy by Ross Welford	 The Great Kapok Tree by Lynne Cherry The Explorer by Katherine Rundell	 Kings and Queens: Alfred the Great to King Charles III and Everyone in Between by Marcia Williams Treason by Berlie Doherty	 The Pied Piper of Hameln by Michael Morpurgo Macbeth (A Shakespeare Story)
YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 The Journey by Francesca Sanna Can you see me? by Libby Scott and Rebecca Westcott	 The History Detectives Investigate: Early Islamic Civilization by Claudia Martin The Golden Horsemen of Baghdad by Saviour Pinotta	 Rose Blanche by Ian McEwan and Roberto Innocenti Letters From the Lighthouse by Emma Carroll	 Everest by Sangma France Dragon Mountain by Katie Tsang and Kevin Tsang	 Martin Luther King Jr - Volume 33 by Maria Isabel Sanchez Vegara Journey to Jo'burg by Beverley Naidoo	 The Highwayman Romeo and Juliet (A Shakespeare Story)

Impact

The ultimate measure of our reading curriculum's success lies in whether pupils have mastered the knowledge and skills we set out for them. This progression is carefully mapped against the Foundations of Reading to ensure a coherent and cumulative learning journey.

To evaluate impact, we regularly monitor and assess pupils' reading abilities and comprehension, providing both teachers and pupils with clear information about progress. We use a variety of 'checking for understanding' strategies in the moment, as well as tools to assess what pupils have retained over time and the depth of their understanding.

Our approach includes:

- Frequent formative assessment and targeted questioning to inform teaching and address gaps promptly.
- Retrieval practice embedded in lessons to reinforce learning and support long-term memory retention.
- The use of NFER tests, which provide standardised benchmarking against national norms, alongside Key Stage 2 SATs, to measure attainment and progress.

- Phonics assessments for early readers and those needing additional support, ensuring solid decoding skills.
- Fluency monitoring using the EARS framework (Expression, Automaticity, Rhythm, and Smoothness) to develop confident and expressive readers.
- Monitoring of comprehension and vocabulary skills, used to tailor future teaching.
- Encouraging pupils to apply their reading skills across the curriculum, fostering confident, independent learners who access knowledge effectively.

By the end of Key Stage 2, pupils will read fluently with strong comprehension, enabling them to engage critically with texts, access learning across subjects and communicate their ideas clearly. We are committed to nurturing lifelong readers, believing that reading underpins academic achievement and supports positive mental wellbeing.

AYRESOME'S READING PROGRESSION



Pre-Nursery & Nursery

In Pre-Nursery, children are introduced to phonics through singing nursery rhymes and sharing stories. In Nursery we follow the Foundations for Phonics programme through Little Wandle Letters and Sounds Revised.

Children are introduced to Phonics through oral sounds, rhymes, noises and oral blending. We deliver rhyme time and tuning into sounds sessions twice a week in small key worker groups.

Provision in nursery consolidates and extends children's phonics learning with lots of exposure to stories and rhymes.

We read daily to build a love of reading from an early age.



Reception

Children continue their Little Wandle Letters and Sounds revised journey by beginning to learn phase 2 phonics in Reception Week 2 of the Autumn term.

Children in Reception are taught to read and spell words using phase 2 and phase 3 GPCs as well as words with adjacent consonants (phase 4) with fluency and accuracy. We teach phonics for 30 minutes a day. Every Friday, we review the weeks teaching to help children become fluent readers.

Reception children receive a minimum of 3 reading practice sessions a week in which we promote essential decoding and fluency skills with decodable books that are carefully matched to their reading ability.

By the end of Reception we expect that children are able to read words containing 10 or more graphs/ingraphs. Children will be confidently reading phase 3 or phase 4 Little Wandle books.



Year 1

Children begin Year 1 by revisiting and securing phase 3 and 4 phonics. Alongside this, children complete three 20 minute reading practice sessions per week dedicated to reading for decoding, prosody and comprehension.

Once children have secured their phase 3 and 4 phonics, they will move onto the teaching of phase 5. This includes many alternative spellings for sounds they already know.

To secure GPC knowledge, children will also read alien words. These are made up words that test their ability to blend sounds into words. All the graphemes taught are practised in words, sentences and in fully decodable books.

Children review and revise GPCs and words daily through carefully planned continuous provision activities and quality teaching. This ensures that this new knowledge moves into their long-term memory.

Children who fall behind in their phonics will have daily keep-up sessions.

Children will complete a Phonics Screen Check during Summer 2 term.



Year 2

We begin Year 2 by revisiting and securing phase 5 phonics. Alongside this, children complete three 20 minute reading practice sessions per week dedicated to reading for decoding, prosody and comprehension.

Once children have secured their phase 5 phonics, they will move onto 'bridge to spelling' which usually begins in the Spring term. This teaches children how to 'think about spelling'. They will complete the alphabetic code and learn the underpinning concepts of spelling.

Reading for practice sessions will be replaced with Little Wandle Fluency sessions using engaging chapter books. The children read aloud in every lesson and are taught prosody and practice repeated reading.

Children whose phonics knowledge requires additional support and/or those who did not pass the GPC in Year 1 are closely monitored. Their phonics ability is assessed and analysed regularly. Children are placed into specific phonics groups with carefully selected phonics planning so that their needs are met.



KS2

In KS2, all children take part in whole class reading sessions. The texts we have selected for these sessions are high-quality texts across a range of genres, including non-fiction and picture books.

After children have been explicitly taught any new vocabulary from the text, the Fluency element begins with the teacher model-reading the text as an expert reader. Following this, children engage in echo and choral reading to develop Fluency.

To develop reading comprehension, a strong focus is placed on developing children's background knowledge through discussion. Reading comprehension strategies are explicitly taught and modelled before children are supported to apply these in paired and independent work.

In addition to these core activities, children take part in weekly Reader's Theatre sessions. These sessions give the opportunity for children to perform their text, giving careful thought to their audience and purpose.



Interventions

For children who still require phonics support, we closely monitor their phonics ability through the use of Little Wandle Assessment Tracker.

In EY and KS1 we support children through the use of Keep Up interventions. This is carried out with a familiar adult targeting the specific phase/element that the child needs. Depending on the need this will either be one-to-one or small group work. Children who are receiving Keep Up interventions are reassessed every 3 weeks.

In KS2, children are grouped according to the work that they are working on and placed in to Catch Up intervention groups. Similarly to KS1 children will work in groups with a familiar adult skilled in phonics, targeting their specific phonics need. KS2 children read age appropriate books matched to their phonics ability whilst still being supported to access year group core texts within whole class reading lessons.

KS2 children who are receiving David Cadell (D) interventions are assessed every 4 weeks. After which, their data is carefully analysed again.

Reading for Pleasure

Stay and Play sessions
Parent Workshops
World Book Day

Weekly Book Shop
Cosy and inviting Reading spaces
Book Club