



Reading Curriculum Policy Forest Fields Primary School

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*Signed: **James Verran***

*Position: **Chair of Governors** Date*

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National Curriculum

The National Curriculum states that the teaching of reading must focus on developing pupils' competence in word reading and comprehension. Children must be encouraged to read widely across fiction and non-fiction to develop their vocabulary, their imagination, and their knowledge of themselves and the world. We must aim that all children develop an appreciation and love of reading that they will carry with them into adulthood. It is crucial that, on leaving primary school, all pupils can read fluently and confidently in any subject in their upcoming secondary education.

Intent

At Forest Fields, we know that literacy empowers. An overwhelming range of research teaches us that literate people are more likely to experience a huge range of benefits: mental, emotional, physical and financial. Just as importantly, reading is a joyful experience that opens doorways in our own minds and into the minds of others. At Forest Fields, we know that our pupils have a fundamental right to experience all these potential benefits and more.

Given this imperative, we aim to deliver an English curriculum of the highest quality. Through this curriculum we will strive for our children to...

- Become confident, literate, successful members of society with a deep love and understanding of English language.
- Be avid and curious readers who love books and reading of all kinds.
- Become articulate speakers and attentive listeners - irrespective of their initial level of English when they join the school.

Teachers at Forest Fields have high expectations for all children to achieve and enjoy reading, and to be able to use the skills they have acquired in a range of contexts.

Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school. Teachers use 'Big Questions' and cross curricular inspirational ideas to engage children in work providing memorable experiences, bringing topics to life through real life contexts.

We recognise that good reading comprehension requires the develop of both procedural knowledge (skills-‘knowing how’) and declarative knowledge (‘knowing that’).

As they move through our school, pupils develop procedural knowledge for reading through:

- Acquiring the phonic knowledge and word recognition skills required to be skilled word reader
- Frequent and regular opportunities to listen to engaging, fluent and expressive reads of a range of stories, fiction and non-fiction
- Frequent and regular opportunities to practise and develop their own fluent, expressive reading across a range of stories, fiction and non-fiction
- High quality discussions of reading with skilled adults and peers
- Explicit teaching of reading comprehension skills linked to the content domains

We summarise declarative knowledge for reading using the acronym LIVED TRIP. In their study of any text, our pupils develop their knowledge of:

Literary Language

Intertextuality

Vocabulary

Era and Setting

Dialogue and Characterisation

Themes

Recognising Different Perspectives

Intrigue of Grammatical Structures

Plot

Through planning and teaching for knowledge building, we aim that our pupils will develop networks of rich, interconnected schemas that will enable them to understand, discuss and benefit from the world of literature and the wider curriculum.

Reading is identified as a priority on our School Curriculum coverage is carefully monitored by the English Coordinators and the Senior Leadership Team to ensure all staff are delivering the quality English curriculum in line with our vision statement. We know that when pupils can make connections in their learning, sustain their understanding and build on prior learning, they are building a rich canvas of learnt experiences that makes them not only readers but better learners in every subject.

Our Aims:

- To develop children's positive attitude to reading- a belief that every child is a reader and is capable of reading fluently with good understanding
- To provide support all our pupils to read with confidence, fluency, understanding and enjoyment!
- To develop powers of imagination, inventiveness and critical awareness
- To ensure that children develop the necessary skills and strategies to understand and engage with literature for a range of purposes and across a range of text types and genres
- To foster children's interest in words and their meanings, and to develop their growing vocabulary in both spoken and written form
- To provide children with an environment that is stimulating and which provides encouragement for the development of all aspects of English
- To ensure that there is equity of access and opportunity for all children to develop their reading skills, especially those to whom English is an additional language
- To raise the standards of reading within the school for all pupils every year, with a particular focus on the lowest 20%
- To seek to ensure that all children achieve their full potential in all aspects of reading at each stage: from early reading to the Phonics Screening Check and onto secondary school as keen, confident readers

Implementation across our school

Competence in reading is the key to independent learning and is given the highest priority with the goal of enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect on progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation.

To ensure regular reading across the curriculum, at school and at home, we promote the Forest Fields Five Reads a Day:

- Read in a reading lesson
- Read in a linked learning lessons (e.g. History, Geography)
- Read for an alternative purpose (e.g. reading instructions, a map, a recipe)
- Read independently at school or at home
- Read at home with an adult

A core element of a pupils' early Literacy journey is the Litte Wandle Letters and Sounds programme. The development of comprehension and positive attitudes to reading are crucial. A detailed discussion of our approach can be found in our Phonics and Early Reading Policy.

Key Stage One Curriculum

In Year 1, the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work. At Key Stage One, the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. Children focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like and dislike about them. Adults share stories every day; they actively share their enthusiasm for reading and model excellent fluency, prosody and expression. Further, adults model and explicitly teach a range of strategies including activation of prior knowledge, clarifying of vocabulary, retrieval and summarising in context. Children develop their comprehension skills throughout KS1 in increasingly independent activities. When children have completed the Little Wandle Letters and Sounds scheme, they are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. Their good decoding skills mean that they have a reliable strategy for decoding unfamiliar words when they come across them in any subject or context.

Implementation in KS1

- Building on teaching and learning in the EYFS, we continue to use the Little Wandle Letters and Sounds scheme- ensuring children in Key Stage 1 are taught at their own pace though a progressive synthetic phonics programme to establish key composition and comprehension skills
- As the children complete the Little Wandle Letters and Sounds programme in Year 2, they are taught in class following the National Curriculum. Children are introduced to and explore a variety of different genres, including key texts from the school's Reading Spine. Teachers will model comprehension and fluency strategies. Children practise those skills in groups, in partner work and independently
- In KS1, children are heard reading out loud daily as part of their Little Wandle Letters and Sounds session. Any children who are reading below the expected level are given additional opportunities to read 1-1 with an adult. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them
- As in the EYFS, children who are on the Little Wandle Letters and Sounds programme will read and take home a book that is tailored to match their decoding abilities. Emphasis is on their ability to fluently read the books with expression and good reading habits, supporting their development of reading comprehension. They will also choose a picture book to take home
- All classes in Key Stage 1 will enjoy at least one class story each day
- Children behind in their reading, or making insubstantial progress, will be part of daily phonics 'keep up' interventions where they learn sounds and practise reading the words
- At Forest Fields Primary School, we have high mobility, late arrivers and most of our children speak English as an Additional Language. We believe in the whole class approach

and the children join the sessions regardless of their prior learning. We then use 'keep up' sessions and liaise with parents to fill in the gaps in learning. Our approach is guided by a wealth of research showing that the EAL learners have a metalinguistic advantage in phonics learning. We believe it is our job to help our learners to capitalise on this advantage

Key Stage Two Curriculum

Children in Key Stage 2 read for four broad purposes: knowledge, strategies, fluency and pleasure.

Reading for Knowledge

- Children read to obtain knowledge of the world in science, history, geography and the arts. Here the main purpose of the reading is to develop an understanding of the world
- Reading for linguistic and literary knowledge (covering the elements summarised by LIVED TRIP)
- Reading for knowledge of words means an emphasis is always placed on the acquisition of vocabulary in any reading in any subject across the curriculum

Reading Strategically

- Teachers model and children practise reading strategically using texts related to the children's learning. The aim is that children become strategic readers through observing and practising the metacognitive approaches to comprehension modelled by the teacher
- Child-friendly 'Reading Roles' linked to key reading skills and strategies are used in reading lessons across school. Each is linked to a dual-coding icon and a set of question stems to be used by teachers.



Translator



Newsreader



Wordsmith



Reporter



Forecaster



Judge



Detective



Author



Student

Daily reading lessons prioritise explicit teaching of strategies for clarifying vocabulary, retrieval, inference and summary. Other skills, such as assessment of authorial intent, are modelled frequently by teachers in a variety of reading sessions (e.g. read alouds, reading across the curriculum) and are regularly taught as part of reading lessons.

Reading for Fluency

- Fluency is modelled by the teacher and practised by the children. The aim is for children to read and re-read passages to develop their expression, phrasing, smoothness and pace, and to develop their reading speed.

Reading for Pleasure

- We promote reading as a pleasurable pursuit in myriad of ways. Daily read alouds, reading events, book prizes, independent reading, Reading Ambassadors, Read to Succeed challenges linked to reading at home, MyOn reading online, book swaps, books sale, book fairs, teacher reading swaps, celebrating events such as World Book Day and National Storytelling week are all approaches used in school to promote reading for pleasure.

Any children in KS2 who have gaps in their phonic knowledge are assessed using the Little Wandle Letters and Sounds placement assessment. They are then placed in a targeted phonics intervention group. These groups have daily phonics lessons which take place in addition to whole class reading lessons and focus on the most efficient methods for helping these children to catch up and keep up. Regular assessments are made at least every six weeks to check that every child is making progress. These and continual assessment for learning help us to immediately address any issues that could hinder swift catch up. When KS2 children in need of catch up complete the Little Wandles Letters and Sounds programme, they take part in a 'bridging' intervention focusing on fluency and comprehension to further boost their ability to keep up with age-appropriate texts and objectives.

Implementation in KS2

- Reading comprehension is taught daily, focusing on specific 'Reading Roles' linked to key reading skills and strategies (e.g. clarifying vocabulary, retrieval, inference, metacognition). Children develop their fluency by observing high-quality teacher modelling and regular practice. Pupils take part in book talk linked to anchor novels from the school's reading spine. Reading across the curriculum focuses on the understanding of key terms, knowledge and vocabulary.
- Opportunities are given to children to read independently each day.
- Reading is recorded in home school diaries and checked weekly. Expectations are also given to children that they should read at least 10 minutes of their reading book at home each night and record this in their diaries.
- Children take home a book banded book.
- Little Wandle Letters and Sounds is used as an intervention for children who have not yet met the expected standard in their understanding and application of early reading skills. These children take home specific books from the scheme, plus a picture/chapter book to share at home.
- Children with Special Educational Needs may have additional class support, work in small groups and one-to-one sessions, along with further developing language and communication skills.

Assessing Reading across KS1 and KS2

Summative Assessment

In addition to phonics assessments (details of which may be found in our Early Reading and Phonics policy), children are assessed using termly standardised NST reading and GPS tests (or, in Y2 and Y6, SATs papers from previous years). Standardised scores will be recorded on SIMS to track progress and inform future teaching. Teachers will use this data and their professional judgement to determine whether a child is working within age-related expectations, above or below.

Regular pupil progress meetings are held with SLT. Pupils requiring additional support at identified and interventions are planned and put in place.

Formative Assessment

Assessment for learning is used to inform teaching within and across all English lessons. After every summative assessment, a Question Level Analysis is conducted and the results of this are used to inform future teaching.

Formative assessments linked to National Curriculum objectives for each year group are inputted into Classroom Monitor twice per half term.

Classroom Monitor assessment data is used to inform monitoring and teaching, to ensure curriculum coverage and to support communication with parents/carers.

School Reading Spine

To select the best range of books for our school reading spine we use:

- Doug Lemov's '5 Plagues of Reading'
- 'The Big Question' for each half term
- Our understanding of age appropriate texts (informed by the Herts for Learning Teacher Assessment Frameworks)
- Up to date book reviews and award selections
- Feedback from teachers and pupils

This helps us to ensure the books chosen are key part of our curriculum, and that they present challenge and high expectations for learning, including the consideration of inclusion and diversity.

Our Reading Spine is a working document and we are working to build poetry and vocabulary spines to run alongside it.

Impact

By the end of LKS2 we expect our children to:

- Have decoding skills that are secure
- Be independent, fluent and enthusiastic readers who read widely and frequently
- Be developing a broad range of vocabulary from across the curriculum
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects
- Be able to independently justify their views about what they have read
- Be developing strong skills for reading strategically for a range of purposes

By the end of Year 6 we expect our children to:

- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school
- Be able to read strategically for a range of purposes to independently improve their understanding, and to discuss and enjoy a wide range of texts

We expect that:

- At least 82% of Year 1 will meet the expected standard in the Phonics Screening Check
- At least 75% of children in KS1 will attain ARE or above in reading
- At least 73% of children in KS2 will attain ARE or above in reading

Additionally, we expect our children to:

- Develop a love of reading that feeds the imagination
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live
- Have a developed vocabulary beyond that used in everyday speech
- Understand nuances in writerly choice
- Understand and can use age-appropriate academic vocabulary.

Safeguarding statement

Extensive research shows that people with poor literacy skills are significantly more likely to experience poverty, live in poor quality housing, be unemployed, become a perpetrator or victim of crime, have poor physical and mental health, and even lead shorter lives.

We believe that phonics and reading impact on children's life chances and future emotional, financial and mental well-being. It is crucial that we give every opportunity for every child to meet their potential at every stage of their phonics and reading development.

