The logo for Spire Junior School is a circular emblem. The top half is light blue and contains the text "Spire Junior School" in a bold, sans-serif font. Below this, in a smaller font, is the motto "Working for all children". The bottom half of the circle is light green and features a dark blue vertical shape resembling a spire or a stylized letter 'S'.

Reading
at
Spire Junior School

Reading Overview

Our practice in the teaching of reading is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Skills needed for reading are taught within real contexts wherever possible and teachers plan creative and relevant links to their class topics as a stimulus throughout each year.

Our approach to the teaching of reading is multi-faceted incorporating oracy, drama, real contexts and high-quality literature, and rooted in research-informed practice. Drawing on Scarborough's Reading Rope, we aim to develop children's word recognition (phonological awareness, decoding, and sight recognition) with language comprehension (background knowledge, vocabulary, language structure, verbal reasoning, and literacy knowledge), and together contributing to a strong "rope" of reading fluency.

Scarborough's Reading Rope

Language Comprehension

Background Knowledge →
(facts, concepts, etc.)

Vocabulary →
(breadth, precision, links, etc.)

Language Structures →
(syntax, semantics, etc.)

Verbal Reasoning →
(inference, metaphor, etc.)

Literacy Knowledge →
(print concepts, genres, etc.)

Word Recognition

Phonological Awareness →
(syllables, phonemes, etc.)

Decoding (alphabetical principle,
spelling-sound correspondence) →

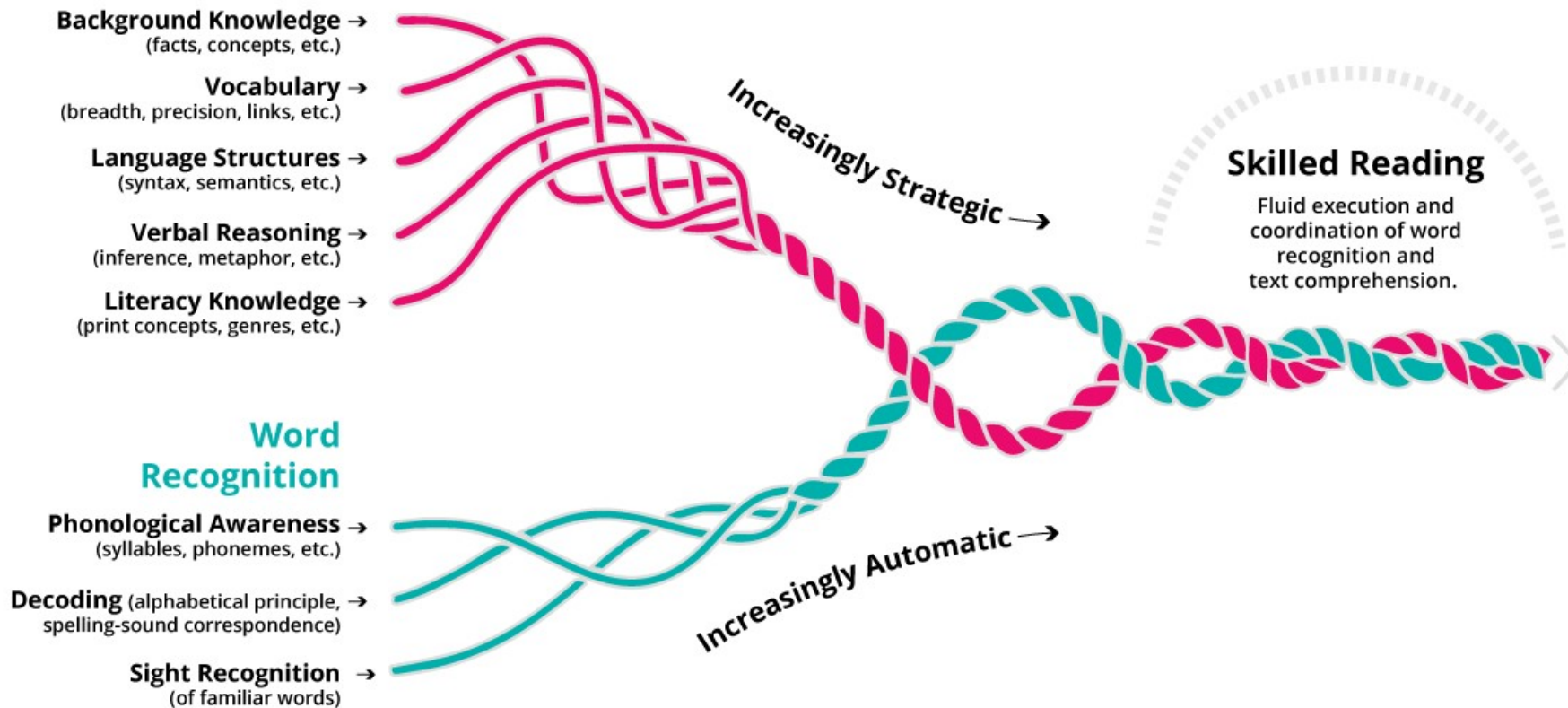
Sight Recognition →
(of familiar words)

Increasingly Strategic →

Increasingly Automatic →

Skilled Reading

Fluid execution and
coordination of word
recognition and
text comprehension.

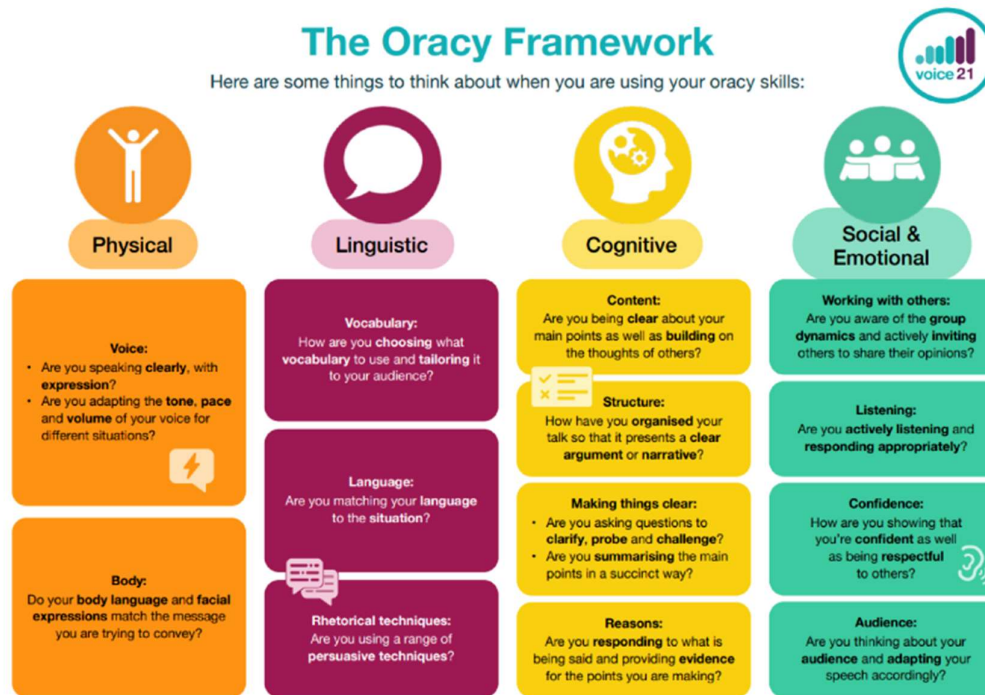


We want all children to leave Spire Junior School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire their creativity and improve their ability to write well. Reading is central to our writing curriculum because it broadens vocabulary, fuels imagination and provides the rich linguistic models that children need in order to write well. Wherever possible, reading skills are taught within meaningful, real-life contexts, with teachers planning creative and relevant links to class topics to stimulate engagement and deepen understanding. This also includes linking closely to writing.

Throughout the school, careful attention is given to the formal structures of English, including grammatical detail, punctuation and spelling. Our reading curriculum is designed to develop confident, fluent, and enthusiastic readers who can understand, interpret, and respond critically to a wide range of texts. Through systematic teaching of phonics, vocabulary, comprehension, and reading fluency, pupils build the knowledge and skills needed to access the wider curriculum and develop a lifelong love of reading. Teachers use high-quality texts and cross-curricular links to immerse pupils in the genre and context of their writing, supporting ownership, confidence and creativity.

Oracy

Fluent reading is built on accurate word recognition, automaticity, and prosody. At Spire Junior School, we recognise that children become stronger readers when they have regular, structured opportunities to think, rehearse, and refine their ideas aloud. Through the Voice 21 Oracy Framework, children learn to articulate ideas clearly, build vocabulary through talk, collaborate effectively, develop sentence structures, and use spoken language as a tool for thinking and verbal reasoning - underpinning fluency and comprehension. Strong oral language provides a foundation that reading develops from.



When pupils can articulate their ideas clearly, they are far better equipped to express their understanding and reasoning skills in order to fully comprehend what they are reading. Within lesson plans, staff provide plenty of opportunities for pupils to discuss their thoughts and ideas.

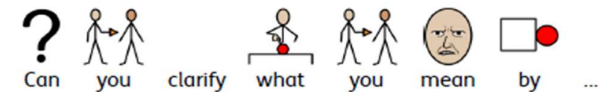
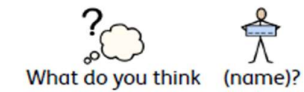
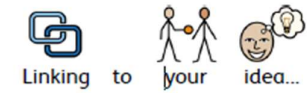
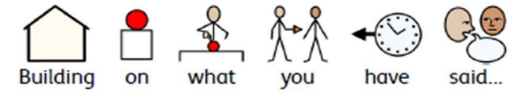
Through looking at the [Oracy Framework](#), the cognitive and linguistic strands are integral to reading comprehension; during booktalk, it is through the cognitive strand of oracy that students learn the predicting, clarifying, summarising and questioning skills so crucial to reading comprehension.

The EEF Guidance [Improving Literacy in Key Stage 2](#) explains, while students 'may have the decoding skills required to say a word out loud, they will only be able to understand what it means if it is already in their vocabulary.' Oracy plays an important role in developing students' understanding of the metacognitive processes implicit in reading.

We have developed our discussion guidelines and sentence stems for developing talk in the classroom.



1. Always respect each other's ideas.
2. Clarify and build on each other's ideas.
3. Invite someone to contribute by asking a question.
4. Show proof of listening.
5. Choose your vocabulary carefully.
6. Give reasons to support or challenge somebody's view.



Teaching and Learning

We follow a two-year cycle for Reading to accommodate our mixed-age groups. Our two-year plan uses high-quality texts that act as appropriate models and link, where possible, to topics covered in other subjects across our curriculum. In addition to this, we use picture books, video extracts, audio clips and Widgit symbols where necessary, to support and help the children visualise certain aspects of the reading curriculum.

When implementing our Reading curriculum, all children have access to quality-first teaching as standard. This is supported by additional interventions where appropriate to develop gaps in knowledge, including: gaps in phonetic understanding, delays in reading fluency or to support reading comprehension strategies. Interventions are carried out to support reading by both teachers and teaching assistants. Volunteers (as part of the School Reader Programme) are also invited into school to help ensure that all children have the opportunity to read aloud to an adult each week.

Reading is taught explicitly in each class every day. High-level texts have been chosen based on extensive research and professional recommendations, to ensure the children are exposed to a range of challenging texts. This includes texts from different cultures, eras, social perspectives and texts which promote deeper-level thinking.

Throughout all of the reading texts studied, the reading domains are taught and built upon to develop the children's ability to respond to a range of questions about a text. This is to best prepare them for both summative assessments throughout their education, as well as their wider life skills. In line with statutory assessments, a greater focus is placed on those skills which are more frequently assessed, including retrieval, inference and understanding of word meaning.

Teachers use Question Level Analysis (QLA) from formal assessments to identify strengths, misconceptions, and gaps in pupils' learning. Assessment outcomes are carefully analysed and used to inform future planning, ensuring teaching is responsive to pupils' needs. Targeted interventions, additional practice, and reteaching opportunities are implemented to address identified gaps, enabling pupils to secure key knowledge and skills and make sustained progress across the curriculum.

Widgit Symbols are a structured visual language designed to illustrate single concepts clearly and concisely, helping individuals who face barriers to reading or verbal communication. The system features a collection of over 7,000 images covering a vocabulary of more than 55,000 words. Rather than relying on random images, the [Widgit Symbol Set](#) follows a strict, logical schematic structure. This rule-based "schema" allows users to independently decode and build their vocabulary.

These symbol supports can aid communication, understanding, learning and independence and help people realise their full potential.



Research based approach is informed by the guidance published in *Improving Literacy in Key Stage 2, EEF*

1. Develop pupils' language capabilities

Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:

- collaborative learning activities where pupils can share their thought processes;
- reading books aloud and discussing them, including use of structured questioning;
- pupils articulating their ideas verbally before writing.

Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.

Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2. Support pupils to develop fluent reading capabilities

Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.

Develop pupils' fluency through:

- guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
- repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

3. Teach reading comprehension strategies through modelling and supported practice

Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:

- prediction (based on text content and context);

- questioning;
- clarifying;
- summarising; and
- activating prior knowledge.

Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.

Texts should be carefully selected to support the teaching of these strategies.

4. Target teaching and support by accurately assessing pupil needs

Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.

Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.

Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.

Teachers model reading skills explicitly, demonstrating the use of phonetical awareness, spelling strategies, grammar choices and verbal reasoning techniques in shared reading sessions. Guided and targeted reading sessions address the specific needs of groups and individuals, helping to identify and fill gaps in knowledge, build effectively on prior learning and deepen understanding of the skills needed to be an effective reader. In line with EEF recommendations, pupils are taught to re-read, revise and edit their work, using structured routines and success criteria to improve clarity, accuracy and impact.

1



Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
 - collaborative learning activities where pupils can share their thought processes;
 - reading books aloud and discussing them, including use of structured questioning; and
 - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2



Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
 - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
 - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3



Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
 - prediction (based on text content and context);
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4



Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
 - planning;
 - drafting;
 - revising;
 - editing; and
 - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5



Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

6



Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7



Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

To promote, model and encourage all children to read aloud we follow [Alex Quigly's, Closing The Reading Gap - Guide to Whole Class Reading](#); providing a range of techniques to use within reading lessons throughout school.

Teacher-led whole class reading - The teacher reads with the appropriate degree of fluency (pace, expression, stress and intonation). Typically, explanations and questions are interspersed during reading, alongside checking vocabulary and monitoring comprehension. Benefits include: the teacher models fluent, expert reading; the teacher can plan to concisely explain vocabulary, ask questions, or offer clarifications, during the act of reading; the teacher can more specifically control the task.

Whole class reading: pupils selected to read individually - The teacher selects individuals to read (this can be at random, or with individuals selected - which could significantly influence the impact of the approach).

Benefits include: pupils' practise their reading skill; teachers can assess pupils' reading skill and fluency; the teacher can more specifically control the task, selecting individuals, posing questions etc.

Choral reading - With an appropriate passage from a text, the teacher and pupils read in unison. Alternatively, the 'antiphon' approach - drawing upon religious readings - calls for the class to be divided into two or more groups, with each group being responsible for different parts of the text.

Benefits include: pupils' practise their reading skill; pupils can develop an awareness of reading with the appropriate pace and intonation; less skilled pupils can develop confidence and fluency, perhaps less inhibited by reading along within a group.

Paired reading - Pupils are arranged into pairs and read to one another. This can be in a fashion which alternates, paragraph by paragraph, or page by page.

Benefits include: pupils' practise their reading skill; less skilled pupils can develop confidence, and fluency. Pupils are assigned clear roles and goals within their reading. There is a shared responsibility; the teacher can assess pupils' reading skill and fluency.

Repeated reading - Repeated reading is used with very young children and with mature pupils alike as a way to consolidate comprehension. Re-reading is often guided.

Benefits include: pupils' practise their reading skill; there is some evidence that repeated reading can enhance comprehension (especially if modelled first by a teacher or exemplary audio); less skilled pupils can develop confidence and fluency; teachers can assess pupils' reading skill and fluency.

Individual, silent reading - Pupils read individually and independently.

Benefits include: pupils' practise their reading skill; less skilled pupils can develop confidence and fluency, without interacting with their peers; the teacher may be better able to assess pupils' reading skill and fluency on an individual basis

CLOSING THE READING GAP WHOLE CLASS READING APPROACHES

	DESCRIPTION OF READING APPROACH	POTENTIAL BENEFITS	POTENTIAL LIMITATIONS
Teacher-led whole class reading	The teacher reads with the appropriate degree of fluency (pace, expression, stress and intonation). Typically, explanations and questions are interspersed during reading, alongside checking vocabulary and monitoring comprehension etc.	<ul style="list-style-type: none"> The teacher models fluent, expert reading The teacher can plan to concisely explain vocabulary, ask questions, or offer clarifications, during the act of reading The teacher can more specifically control the task 	<ul style="list-style-type: none"> Pupils do not gain the opportunity to develop their own reading skill or fluency explicitly Pupils could be prone to distraction and passivity Less skilled readers may struggle to follow the text and listen to the reading simultaneously
Whole class reading: pupils selected to read individually in 'round robin' style	The teacher selects individuals to read (this can be at random, or with individuals selected - which could significantly influence the impact of the approach)	<ul style="list-style-type: none"> Pupils' practise their reading skill Teachers can assess pupils' reading skill and fluency The teacher can more specifically control the task, selecting individuals, posing questions etc. 	<ul style="list-style-type: none"> Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher Some pupils may feel inhibited regarding reading in front of their peers, hampering their performance and fluency Pupils are not exposed to an amount of practice that would likely enhance their reading skill
Choral reading	With an appropriate passage from a text, the teacher and pupils read in unison. Alternatively, the 'antiphon' approach - drawing upon religious readings - calls for the class to be divided into two or more groups, with each group being responsible for different parts of the text	<ul style="list-style-type: none"> Pupils' practise their reading skill Pupils can develop an awareness of reading with the appropriate pace and intonation Less skilled pupils can develop confidence and fluency, perhaps less inhibited by reading along within a group 	<ul style="list-style-type: none"> Some pupils may feel inhibited to read in this manner in front of their peers, limiting their practice Pupils could be prone to distraction and passivity during such a group activity, not really reading with the group A focus upon the reading performance may prove a distraction from attempts at comprehension
Paired reading	Pupils are arranged into pairs and read to one another. This can be in a fashion which alternates, paragraph by paragraph, or page by page.	<ul style="list-style-type: none"> Pupils' practise their reading skill Less skilled pupils can develop confidence and fluency Pupils are assigned clear roles and goals within their reading. There is a shared responsibility The teacher can assess pupils' reading skill and fluency 	<ul style="list-style-type: none"> Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher Pupils could be prone to distraction during such a group activity A focus upon their peer's reading performance may prove a distraction from attempts at comprehension.
Repeated reading	Repeated reading is used with very young children and with mature pupils alike as a way to consolidate comprehension. Re-reading is often guided e.g. a second read to explicitly identify evidence for a causal argument in geography.	<ul style="list-style-type: none"> Pupils' practise their reading skill There is some evidence that repeated reading can enhance comprehension (especially if modelled first by a teacher or exemplary audio) Less skilled pupils can develop confidence and fluency Teachers can assess pupils' reading skill and fluency 	<ul style="list-style-type: none"> Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher Pupils could be prone to distraction and passivity, as they do not understand the value of repeated practice This strategy requires more curriculum time, which may or may not compromise curriculum planning Some pupils may lack the strategies to learn from re-reading e.g. scanning for specific information on a repeated read etc.
Individual, silent reading	Pupils read individually and independently.	<ul style="list-style-type: none"> Pupils' practise their reading skill Less skilled pupils can develop confidence and fluency, without interacting with their peers The teacher may be better able to assess pupils' reading skill and fluency on an individual basis 	<ul style="list-style-type: none"> Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher For less fluent readers, independent reading is likely to be highly challenging Some pupils may lack the strategies to monitor their comprehension e.g. re-reading or scanning for specific information Pupils could be prone to distraction and passivity

Shanahan, T. (2019) Is round-robin reading really that bad? Accessed online at: www.shanahanliteracy.com/blog/is-round-robin-reading-really-that-bad.

Key Reading Skills (KS2)

Key Stage 2 reading focuses on moving from decoding words to deep comprehension and critical analysis.

Core Skill Areas

- Decoding & Fluency: Reading unfamiliar words accurately and fluently.
- Retrieval: Finding and extracting specific facts or details from text.
- Inference: Understanding hidden meanings by combining text clues with background knowledge.
- Prediction: Anticipating what happens next based on details stated and implied.
- Explanation: Explaining how structure, vocabulary, and presentation contribute to meaning.
- Summarising: Identifying main ideas from more than one paragraph to sum up content.
- Comparison: Making comparisons within a text or across different texts

To ensure pupils experience a broad range of text types, a whole-school genre overview supports planning and progression. This ensures that children encounter, practise and master a wide variety of reading genres across their time at Spire Junior School.

Progression of skills

In our mixed-age classes, reading progression is carefully structured so that all pupils move forward in their learning while accessing teaching that is appropriate for their stage. Although pupils are taught together, the progression of skills from Year 3 to Year 6 is followed to ensure that each child builds on prior knowledge and is prepared for the next stage of learning.

Teachers plan reading units that include shared inputs, modelled decoding, reading, and oracy-rich discussion accessible to all learners, while providing differentiated expectations for outcomes.

In Key Stage 2, progression of skills in reading (table below) outlines how children move from decoding words to advanced comprehension, critical evaluation, and reading for pleasure. As per the [National Curriculum for England](#), word reading focuses primarily on vocabulary acquisition, while comprehension takes precedence as pupils advance from Year 3 to Year 6.

Area of focus	Years 3 and 4	Years 5 and 6
Word Reading & Fluency	Pupils apply their phonic knowledge to decode unfamiliar words smoothly. They focus on reading morphology (prefixes and suffixes) to figure out word meanings.	Pupils read a wide range of texts silently and automatically. They alter their intonation, tone, and volume when reading aloud to show a deep understanding of the text.
Vocabulary & Context	Pupils check that a text makes sense to them. They discuss the meaning of words by looking at the surrounding context.	Pupils explore how authors use language deliberately. They evaluate the impact of figurative language, metaphors, and nuances on the reader.
Retrieval & Summarisation	Pupils locate and retrieve basic facts from fiction and non-fiction texts. They identify main ideas from single paragraphs to summarise events.	Pupils track information across a whole text. They combine, record, and summarise ideas drawn from multiple paragraphs or text sources.
Inference & Prediction	Pupils draw simple inferences about a character's feelings, thoughts, and motives from their actions. They predict what might happen next based on explicitly stated details.	Pupils justify their inferences by explicitly linking them to evidence in the text. They predict future plot points using subtle, implied clues.
Themes, Conventions, & Comparison	Pupils build familiarity with diverse text types. These include fairy tales, myths, legends, and structured non-fiction.	Pupils identify recurring themes across different books. They contrast viewpoints, distinguish facts from opinions, and compare texts from different historical periods.

Phonics and Spelling

At Spire Junior School, we believe that reading is the fundamental passport to the entire curriculum and a crucial life skill. Our primary intent is to ensure that every child leaves Key Stage 2 as a fluent, confident, and motivated reader who reads for both pleasure and purpose.

While the majority of our pupils complete their early reading journey by the end of Key Stage 1, we recognise that some children enter or move through KS2 with gaps in their phonic knowledge or decoding fluency. To ensure that no child is left behind, we extend the rigorous, systematic framework of the **Little Wandle Letters and Sounds Revised Rapid Catch-up** programme into KS2. This provides targeted, age-appropriate, and rapid intervention to close attainment gaps efficiently and restore reading confidence. It is delivered in small groups to ensure teaching is direct, targeted, and effective.

We maintain the same high expectations, fidelity, and absolute consistency of routines and language in KS2 as are established in the early years.

- **Rigorous Assessment:** Pupils who are not yet reading fluently, or who join the school part-way through the year, are immediately screened using the **Little Wandle Placement Assessment**. This pinpoints exact gaps in their grapheme-phoneme correspondences (GPCs) and blending skills.
- **Rapid Catch-Up Programme:** Targeted pupils in Years 3 to 6 receive daily phonic sessions utilising the **Little Wandle Rapid Catch-Up** pathway. Delivered at a swift pace in small peer groups, these lessons focus sharply on addressing specific misconceptions and mastering Phase 5 GPCs.
- **Matched Decodable Books:** To foster confidence and reduce cognitive overload, pupils read books that are precisely matched to their secure phonic level (at **95% accuracy** or above). These texts are used across three targeted school reading practice sessions a week—focusing sequentially on decoding, prosody, and comprehension.

- **Expert Staff Training:** Every teacher and teaching assistant responsible for reading in KS2 is fully trained in the Little Wandle methodology. This guarantees that error-feedback is immediate, supportive, and models correct phonic blendings.

Through the uncompromising application of the Little Wandle framework in KS2, we achieve a rapid, measurable impact on pupil outcomes.

- **Rapid Progress:** Regular summative assessments and heat maps allow the Reading Lead and SLT to track progress closely, ensuring pupils make rapid gains to "graduate" from phonic support into the wider KS2 spelling scheme.
- **Closing the Attainment Gap:** The systematic approach, inclusive of phonics and spellings, ensures that vulnerable groups, including Pupil Premium and SEND students, narrow the reading gap between themselves and their peers.
- **Independence and Curriculum Access:** As decoding becomes automatic, pupils shift their cognitive energy from segmenting words to deeper comprehension. This empowers them to access the full breath of the wider KS2 curriculum independently and cultivates a genuine, lifelong love of reading.

All staff teaching phonics follow the guidelines set out in the [Little Wandle](#) RCU (Rapid Catch-Up) scheme.

Within school, we follow the Ed Shed spelling scheme. We have adapted the structure to suit our mixed-age curriculum, meaning pupils learn one year group's spellings and spelling patterns one week, and the other year group's the following week. This ensures that all pupils access spellings appropriate for their year group, revise patterns from the previous year, and are also exposed to the expectations of the next year group. Pupils receive their new spellings on a Monday along with a homework sheet to complete at home, and they are tested each Friday.

<u>Skill Area</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Patterns & Rules</u>	Y3/4 spelling rules	Y3/4 statutory words	Y5/6 spelling rules	Y5/6 statutory words
<u>Prefixes & Suffixes</u>	un-, dis-, mis-, re-, pre-	-ly, -ous, -tion	-able/-ible, -ably/-ibly	Confident use of all taught prefixes/suffixes
<u>Strategies</u>	Sounding out; word families	Syllables, morphology	Etymology & morphology	Independent application of strategies

Reading Overview - Two-year cycle

Cycle A 2025-2026	Year 3/4			Year 5/6		
Term 1- Autumn	1066, Tudors, Victorians			Egyptians/ Greeks		
	Text 1	Text 2	Poetry	Text 1	Text 2	Poetry
	Richard the Third - Shakespear	Street Child	The Highway Man	Secrets of a Sun King- Emma Carrol	Percy Jackson - The Olympians and the Lightening Thief	Aesop's fables
Term 2- Spring	Natural disasters/ flooding			Rainforests		
	Text 1	Text 2	Poetry	Text 1	Text 2	Poetry
	Escape from Pompeii	Swimming against the storm	Shape poetry- Lewis Carroll- The Mouse's Tale	The Explorer	Fire Girl, Forest Boy	Tyger - William Blake
Term 3- Summer	Cooking & nutrition			Textiles		
	Text 1	Text 2	Poetry	Text 1	Text 2	Poetry
	The Great Food Bank Heist	The boy who biked the world	Colours Passing Through Us by Marge Piercy	Wonder	Othello	Jabberwocky

Cycle B 2026-2027	Year 3/4			Year 5/6		
Term 1- Autumn	Vikings/ Romans			WW2		
	Text 1	Text 2	Poetry	Text 1	Text 2	Poetry
	Queen of Darkness- Tony Bradman	Beowulf- Michael Morpurgo	I am a Roman Soldier	Letters from the Lighthouse	Goodnight Mr Tom	In Flander's fields All day it has rained- Alun Lewis
Term 2- Spring	Extreme Environments			Mountains/Rivers		
	Text 1	Text 2	Poetry	Text 1	Text 2	Poetry
	Race to the Frozen North	The Ice Children	Sonnet 97- Willaim Shakespear	Journey to the River Sea	Holes	Looking glass river - Robert Louis Stevenson
Term 3- Summer	Sculpture			Mechanical		
	Text 1	Text 2	Poetry	Text 1	Text 2	Poetry
	The Chronicles of Narnia	Brother's Grimm- Phillip Pullman (Fairy tales)	Revotling Rhymes- Roald Dahl	Cogheart	Biography of Michael Fariday	

Lesson structure

Not all reading lessons are recorded in books due to fluency, oracy and Kagan activities planned to support learning. At the beginning of any lessons being recorded in books, children will put the date (Monday 2nd February 2026) and LI - based on one of the seven Key Stage 2 reading domains (below)

Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.

Reading lessons in Key Stage 2 focus on transitioning pupils from decoding words to deep comprehension and critical analysis. The curriculum is divided into seven domains; the domains are taught through a variety of activities linking to Alex Quigly's techniques for teaching reading.

Typically, lessons last 40 - 45 minutes and may consist of a range of stands from the National Curriculum.

Vocabulary - Find and explain the meaning of words in context.

Vocabulary development is a key component of our Key Stage 2 reading curriculum. Explicit vocabulary instruction enables pupils to access increasingly complex texts, deepen their comprehension, and communicate effectively across the curriculum. Teachers carefully select and teach ambitious vocabulary before, during, and after reading, exploring the meaning of unfamiliar words and phrases within context. Pupils are encouraged to discuss, apply, and revisit new vocabulary regularly to support retention and understanding. Through exposure to a rich range of texts and structured opportunities for vocabulary exploration, pupils develop the breadth and depth of language needed to become confident readers, writers, and learners.

Inference - Understand hidden meanings using clues from the text.

Inference is explicitly taught throughout Key Stage 2 to develop pupils' ability to read beyond the literal meaning of a text. As pupils progress through the curriculum, they are taught to use clues from the text alongside their own knowledge and understanding to make reasoned interpretations about characters, events, themes, and authors' intentions. Teachers model the process of inferring, encourage pupils to justify their ideas with evidence, and provide regular opportunities to discuss and evaluate different interpretations. Developing inference skills is essential for deep comprehension, critical thinking, and success in reading assessments, as it enables pupils to engage more fully with increasingly complex texts.

Prediction - Determine what might happen next based on evidence.

Prediction is taught throughout Key Stage 2 to develop pupils' active engagement with texts and strengthen their comprehension skills. Pupils are taught to use evidence from the text, alongside their prior knowledge and understanding of language, genre, and authorial intent, to make informed predictions about what might happen next. Teachers model how to identify and interpret clues within a text and encourage pupils to justify their predictions using evidence. Regular opportunities to predict before, during, and after reading help pupils to monitor their understanding, think critically about texts, and become more reflective and strategic readers.

Explanation - Explain how content, layout, or presentation choices contribute to meaning.

Explanation is taught throughout Key Stage 2 to develop pupils' ability to articulate their understanding of a text and justify their ideas using evidence. Pupils are taught to explain characters' actions, authors' choices, themes, and the impact of language and structure on the reader. Teachers model how to construct clear, reasoned responses and support pupils in using

evidence from the text to justify their thinking. Regular opportunities for discussion and written responses enable pupils to deepen their comprehension, develop critical thinking skills, and communicate their ideas effectively. These skills are essential for achieving a secure understanding of increasingly complex texts and for success in reading assessments.

Retrieval - Locate and track down facts and details from the text.

Retrieval is taught because it helps children move knowledge into long-term memory and makes that knowledge easier to use in future learning. It is a key part of how pupils build secure understanding across subjects. When pupils are asked to recall what they have read, they are more likely to understand key ideas such as:

- Characters and their motivations
- Main events in a story
- Key information in non-fiction texts

This helps them build a clearer overall understanding of the text. Retrieving meanings of words in context helps pupils remember new vocabulary for longer. For example, recalling the meaning of words from a class novel helps them recognise and use them in future reading.

Summarising - Identify and sequence the main ideas of a passage.

Summarising is taught because it helps pupils focus on key ideas, understand texts more deeply, and organise information clearly. It is taught through speaking, writing, structured frameworks, and gradual reduction of detail, helping pupils move from retelling to concise, accurate summaries that support overall reading comprehension.

In KS2 reading lessons, summarising is taught because it helps pupils understand what they have read, focus on key ideas, and organise information clearly in their minds. It is a key reading skill that supports comprehension and prepares pupils for more complex analysis later on. Summarising requires pupils to identify the main ideas helping to understand the overall meaning of a story or information text. When pupils summarise, they must decide what is important and what is not. This strengthens their ability to:

- Identify key events
- Recognise themes
- Understand structure

Summarising helps pupils process and store information in long-term memory by reorganising it in their own words. Once pupils can summarise a text, they are better able to move on to higher-level skills such as inference ("why did this happen?") and evaluation ("how effective is the author's choice?").

Assessment

Assessment for learning plays a key role in ensuring progression. Teachers identify the specific year-group objectives each child is working towards and provide targeted feedback and scaffolding. Reading lesson outcomes are adapted so that pupils understand what progression looks like within a mixed-age environment. This ensures that younger pupils are supported to meet age-related expectations, while older pupils are challenged to extend their skills and work towards greater depth.

Termly summative assessment takes place throughout school to evaluate pupils' learning, knowledge, and skill acquisition. Data is used to determine and structure future lessons and identify areas, and pupils, requiring further input.

To support accurate assessment and monitor pupil progress, pupils in Years 3-5 complete termly NFER (National Foundation for Educational Research) assessments in reading. These standardised assessments provide teachers with valuable information about pupils' attainment and progress against age-related expectations. In Year 6, pupils complete previous Key Stage 2 SATs reading papers to familiarise them with the format, content, and expectations of the statutory assessments. Outcomes from both NFER assessments and SATs practice papers are analysed by teachers to inform planning, identify strengths and areas for development, and implement targeted support where needed. Formative Footprints are used within Reading to monitor the attainment and progress of children with SEND.

SEND in my subject

Cognition and Learning		Communication and Interaction	
Subject Concerns for SEND	Provision for SEND	Subject Concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> - Complex vocabulary - Challenging texts to read and understand as model texts. - Limited working memory (forgetting instructions or ideas mid-task) - Difficulty organising ideas into a sequence - Slow processing speed - Challenges with spelling, grammar or sentence construction - Specific learning difficulties such as dyslexia 	<ul style="list-style-type: none"> - Smaller/shorter tasks with clear, manageable steps - Storyboards to support sequencing and idea generation - Widgit symbols to reinforce vocabulary, concepts and instructions - Word banks, sentence starters and writing frames - Differentiated outcomes - iPads for typing, predictive text, or speech-to-text tools to reduce cognitive load - Visual exemplars of text structures 	<ul style="list-style-type: none"> - Understanding challenging vocabulary. - Understanding the order to complete the tasks. - Difficulty understanding figurative language or inference - Challenges forming sentences orally - Social communication needs (e.g., autism spectrum conditions) 	<ul style="list-style-type: none"> - Widgit-supported vocabulary to clarify key terms and concepts - Pre-teaching of vocabulary (genre specific) - iPads for oral rehearsal, recording ideas, or using communication apps - Storyboards to support narrative structure and idea generation - Modelling and shared reading to demonstrate sentence construction - Visual prompts for figurative language - Structured talk activities before writing
Physical and Sensory		Social, Emotional and Mental Health	
Subject Concerns for SEND	Provision for SEND	Subject Concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> - Struggling with soundscapes used which may be too noisy. - Different pencil grips given to support how pencils are held. - Size of text in books 	<ul style="list-style-type: none"> - Headphones given if sound is needed for the task/ used where appropriate. - iPads or laptops as an alternative to handwriting - Speech-to-text tools to bypass physical barriers - Sloped boards, pencil grips, or adapted pens 	<ul style="list-style-type: none"> - Low self-esteem or fear of failure - Anxiety around writing tasks - Difficulty sustaining attention or managing frustration - Avoidance of longer tasks 	<ul style="list-style-type: none"> - Low-stakes reading opportunities to build confidence - Storyboards to break tasks into achievable steps - Positive reinforcement and clear success criteria

	<ul style="list-style-type: none">- Enlarged print, coloured overlays, or Widgit symbols for visual clarity- Reduced writing load with focus on quality over quantity- Storyboards to allow pupils to plan visually before writing- Differentiated recording methods (typing, dictation, drawing + labels)		<ul style="list-style-type: none">- Differentiated tasks that allow success at different levels- Small/Shorter instructions with visual reminders (e.g., Widgit symbols)- Opportunities for movement breaks
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