



# St Lawrence Church of England Primary School

## Curriculum Statement for Reading



### Vision

*'Achieving together † Learning for life in all its fullness'*

**Our vision is to be a school rooted in clear Christian values, where children participate, excel and are proud of their achievements.**

### Intent

At St Lawrence, our intent is to nurture a love of reading from the moment children start school and to ensure that all pupils see themselves as readers. Through exposure to a wide range of high-quality texts, genres, authors and non-fiction, we aim to develop children's understanding of themselves and the world in which they live.

Our Reading Curriculum is designed to develop both secure word reading and strong language comprehension, recognising that both are essential for successful reading. We aim for all children to become fluent, confident readers by the end of primary school, equipped with the skills, vocabulary and motivation needed to access the wider curriculum and move successfully into secondary education.

### Implementation

#### *Phonics and Early Reading*

Phonics is taught through Essential Letters and Sounds (ELS)—a whole-class, systematic synthetic phonics programme designed to ensure that every child can read well, quickly and confidently.

In Reception, children move through Phases 2, 3 and 4 across the academic year, learning to recognise, segment and blend grapheme–phoneme correspondences (GPCs), alongside carefully taught harder-to-read and spell (HRS) words. Regular review and assessment weeks ensure learning is secure.

During the Reception Summer term and into Year 1, children are introduced to Phase 5, learning alternative graphemes and pronunciations for known sounds and applying their phonics knowledge with increasing accuracy and fluency. Year 1 continues Phase 5 through a structured cycle of teaching, revision and assessment to ensure secure consolidation.

Phonics teaching does not stop at the end of Year 1. Where required, phonics is revisited and applied throughout Year 2 and Key Stage 2, particularly to support decoding, spelling and reading fluency.

#### *Reading Beyond Phonics*

At St Lawrence, reading is developed through three complementary strands: structured reading lessons, daily reading for pleasure and home reading practice.

#### Reading lessons:

In reading lessons, pupils study carefully chosen texts over a sequence of lessons, developing fluency, vocabulary and understanding through repeated reading, explicit vocabulary teaching, discussion and oral rehearsal.

Teaching focuses on:

- Explicit vocabulary and background knowledge
- Developing comprehension skills such as inference, prediction, retrieval, summarising and explanation
- Prioritising reading fluency, recognising it as key to sustaining confidence and understanding as texts become more challenging
- Regular opportunities for discussion and rereading, supported by strong teacher modelling

Children participate in whole-class, guided and independent reading, with reading used both as a subject in its own right and as a tool for learning across the curriculum.

Alongside structured reading lessons, children are read to regularly, exposing them to a wide range of high-quality texts, including fiction, non-fiction, poetry and songs. This builds vocabulary, background knowledge and a love of reading.

#### Reading Practice and Home Reading

From Reception to Year 6, all pupils take home levelled reading books that are carefully matched to their current reading stage. In the early stages, these are decodable texts closely aligned to children's phonic knowledge, supporting accuracy, fluency and early reading success.

As children become fluent readers, home reading materials continue to develop reading stamina, comprehension and independence. Alongside levelled books, all pupils are encouraged to borrow choice books to promote reading for pleasure and to foster a lifelong love of reading.



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### Impact

We aim to ensure that all children make strong progress in reading from their individual starting points and leave St Lawrence as fluent, confident and motivated readers. Assessment is used diagnostically and purposefully to inform teaching, identify next steps and ensure that support is precisely matched to need.

We use Pixl reading assessments to evaluate pupils' understanding of key reading domains, including word reading, fluency, vocabulary and comprehension. These assessments provide detailed insights into pupils' strengths and areas for development and are used to inform planning, targeted support and intervention. Where appropriate, Pixl therapies are implemented to address specific gaps and to accelerate progress through focused, evidence-based strategies.

In addition to formal assessment, we use whole-school reading surveys and pupil voice to evaluate children's attitudes to reading, reading confidence and reading habits (both in school and at home). This information helps us to identify patterns across year groups, monitor engagement and enjoyment and adapt our provision to ensure reading remains successful, meaningful and motivating for all pupils.

Phonics knowledge is assessed regularly using assessments aligned with Essential Letters and Sounds, ensuring that gaps are identified early and addressed promptly. Assessment information is used to support the principle of 'keep up rather than catch up'.

Subject Leaders monitor the quality and consistency of phonics and reading through learning walks, pupil voice, book looks, survey analysis and data review. This ensures clear progression in both word reading and comprehension, high expectations across all year groups and continual refinement of teaching to meet the needs of all learners.

### How we support children with Special Educational Needs in this subject area:

Essential Letters and Sounds is based on the principle that children should 'keep up rather than catch up', supported through consistent teaching, repetition and timely intervention. Reading is taught in mixed-ability settings where strong teacher modelling and scaffolding support all learners.

Where additional support is needed, children may receive:

- Additional phonics practice and intervention through ELS
- Targeted adult support during reading lessons
- Vocabulary scaffolding, including word mats and structured discussion
- Adapted tasks to support comprehension and confidence

Our approach ensures that children with SEND develop fluency, understanding and enjoyment in reading, alongside their peers.