Intent

“Through choosing quality texts, we want pupils to develop a love of reading and good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they have gained from these texts.”

Implementation

A carefully planned reading curriculum provides pupils with regular opportunities to engage with high-quality fiction, non-fiction and poetry. Texts are selected to reflect a broad range of authors, genres, themes, perspectives and experiences, while remaining appropriately challenging and accessible. Teachers explicitly model fluent reading and effective comprehension strategies, including prediction, questioning, clarification, summarising and inference.

Reading is developed through whole-class texts, guided reading, independent reading and purposeful discussion. Teachers pre-teach vocabulary, explore authorial choices and provide opportunities for pupils to make connections between texts and the wider world. Pupils are encouraged to recommend books, discuss their reading and read widely for both pleasure and information.

Impact

The impact of the reading curriculum is evaluated through pupils’ reading attainment, work in books, classroom discussion and ongoing formative assessment. Pupils are invested in their reading and demonstrate improved fluency, vocabulary, comprehension and confidence when responding to texts. They can identify and discuss a range of authors and genres, explain their views using evidence, and make meaningful connections between reading and their understanding of the world. Increasing independence in selecting and discussing books provides evidence of developing motivation and engagement as readers.