READING

SUBJECT OVERVIEW

Fluent readers. Deep understanding. A love of books for life.

CHESHIRE ACADEMIES TRUST

Curriculum Intent & Implementation

OUR INTENT

- Every child learns to read fluently and early, then reads widely, deeply and for pleasure
- Phonics taught systematically and with fidelity, so decoding becomes automatic
- Ambitious texts for every pupil from Year 2, regardless of need, ability or background
- Fluency, vocabulary and deep comprehension built through high-quality shared texts
- Oracy developed through discussion, questioning, drama and the exploration of language
- Children and families inspired to develop a lifelong love of reading

IMPLEMENTATION

Learning to read

Floppy's Phonics taught daily in Nursery, Reception and Year 1, using the two-session routine. Reading books are matched precisely to the sounds taught, and any child at risk of falling behind receives same-day or next-day keep-up.

Reading to learn

Ready Steady Read Together from Year 2 to Year 6, in the protected daily 20 to 30 minute reading session before lunch, with units covered across a fortnight; in Years 2 and 3 the balance of guided and shared reading shifts as fluency secures. Every pupil accesses the same ambitious text.

Oracy and enrichment

Discussion, questioning, drama and performance built into every shared reading lesson. Daily story time, library monitors, reading challenges, author visits, book fairs and World Book Day.

Assessment & next steps

Floppy's Phonics assessments and the Phonics Screening Check; NTS assessments from Year 1 to Year 6 each term; whole class feedback books for formative assessment and responsive teaching.

Reading and The Pathway

Reading carries The Pathway through talk. Daily discussion, questioning and performance make shared reading some of the richest oracy teaching in the school week.

Performance



Reciting and performing poetry, reading aloud with expression and prosody, drama within shared reading, and library monitors leading assemblies.

Social



Listening to interpretations that differ from your own, disagreeing respectfully, and encountering diverse literature and lives unlike your own.

Community



Local libraries and literary organisations, author visits, book fairs, World Book Day, and the home reading partnership with families.

Team



Building an interpretation of a text together, reaching an understanding no individual reached alone, and library monitors championing reading.

Communication



Justifying answers with evidence, using precise reading terminology, and learning how meaning is carried in the voice as well as on the page.

Ready Steady Read Together builds discussion, questioning, drama and the exploration of language into every lesson, so oracy is taught within reading rather than bolted on beside it.

Reading in the Early Years Foundation Stage

In Nursery, children build the foundations for reading through language, listening and attention, immersed in stories, rhymes and songs. Floppy's Phonics Level 1 begins in the summer term. Reception moves to daily phonics through Levels 1+ to 3, with decodable books matched precisely to the sounds taught, alongside a weekly shared text through Drawing Club.

BY THE END OF RECEPTION, CHILDREN CAN...

- Say a sound for each letter and at least 10 digraphs
- Read words by sound-blending, and simple sentences
- Retell a story using recently introduced vocabulary
- Anticipate key events and explain why things might happen

LITERACY

Early Learning Goals

WORD READING

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words

COMPREHENSION

- Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions and role play

Floppy's Phonics Levels 1 to 3 are taught across Nursery and Reception, with reading books matched to the sounds children have been taught. Nursery follows a planned spine of key texts alongside daily story time.

Inclusion within Reading

Every child at Bexton is a reader. The curriculum intent stays the same for every pupil. What changes is how staff scaffold the route to it.

SAME AMBITION.
ADAPTED APPROACH.

Keep-up, not catch-up	Same-day or next-day keep-up, targeted at the exact sounds a child does not yet know, short and frequent rather than occasional and long
Same text for all	Every pupil accesses the same ambitious text. Access is provided through reading aloud, pre-taught vocabulary and supporting materials, not a different book
Access tools	Strategy mats, breakdown strategies, reading rulers and overlays, enlarged or coloured text, and additional processing time
SEND support	Teaching assistants deployed within the lesson rather than withdrawing pupils. IDL supports learners with additional needs
Challenge	Challenged within the same text: justify more precisely, compare across texts, consider alternative interpretations and explore how an author creates effect

Curriculum Journey: Nursery to Year 6

Reading at Bexton has two phases, and a deliberately supported transition between them.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Language, listening and attention • Stories, rhymes and songs • Floppy's Phonics Level 1, summer term	• Daily phonics, Levels 1+ to 3 • Decodable books matched to sounds taught • Daily reading practice and story time	• Daily phonics, Levels 4 and 5 • Guided reading; decodable then banded books • Phonics Screening Check	• Ready Steady Read Together begins • Guided reading continues • Phonics keep-up; Screening Check re-check	• Ready Steady Read Together • Guided reading where fluency is not secure • Word reading through root words and suffixes	• Ready Steady Read Together • Year 3 and 4 Word List automaticity • Skimming, scanning and text purpose	• Ready Steady Read Together • Morphology and etymology • Close reading and annotation	• Ready Steady Read Together • Year 5 and 6 Word List automaticity • Complex texts read independently

LEARNING TO READ

Floppy's Phonics, taught daily with fidelity. Decoding becomes automatic.

READING TO LEARN

Ready Steady Read Together. Fluency, vocabulary and deep comprehension using ambitious texts.

THE TRANSITION

Year 2 has no core phonics teaching, but keep-up groups run for anyone who needs them, and continue beyond Key Stage 1. Guided reading carries on through Year 2 and into Year 3 for any pupil whose fluency is not yet secure. Pupils move from fully decodable books to book banded books. The transition from decoding to comprehension is supported rather than assumed, and no child is left to catch up on their own.

Progression of Skills: Year 1 – Year 3

STRAND	YEAR 1	YEAR 2	YEAR 3
Word reading and fluency	Blend adjacent consonants; read alternative spellings; read most words without overt sounding out	Read accurately words of two or more syllables; read common suffixes and exception words; re-read to build fluency	Apply root words, prefixes and suffixes; read Year 3 and 4 Word List words with automaticity
Comprehension	Discuss poems, stories and non-fiction beyond their reading level; make simple inferences and predictions	Retell fairy stories and traditional tales; understand non-fiction structured in different ways; infer from what is said and done	Identify simple themes and conventions; retrieve and record from non-fiction; justify many inferences with evidence
Reading skills and strategies	Use phonics as the route to decode; check a word makes sense; begin to self-correct by re-reading	Locate and discuss pre-taught vocabulary; self-correct and read ahead; use contents and glossaries	Skim to gain an overview; identify text purpose; locate information using indexes and dictionaries
Oracy and book talk	Explain their understanding of what is read to them; recite poems and rhymes by heart	Discuss favourite words and phrases; recite poems with appropriate intonation; talk about book preferences	Prepare short poems and play scripts to perform, showing understanding through intonation and tone
Reading for pleasure	Daily story time; decodable books sent home; develop pleasure and motivation to read	Daily story time; book banded books; library visits and reading challenges	Daily story time; free reading; library monitors and reading challenges

EYFS is set out on the Early Years slide. For full progression and end points by phase, see the Reading Curriculum Progression document.

Progression of Skills: Year 4 – Year 6

STRAND	YEAR 4	YEAR 5	YEAR 6
Word reading and fluency	Read further exception words; read texts with few visual clues with increased independence	Apply morphology and etymology; read Year 5 and 6 Word List words with automaticity; identify how punctuation relates to sentence structure	Read increasingly complex texts independently for sustained periods; understand meaning in multi-clause sentences
Comprehension	Retell myths and legends orally; predict from details stated and implied; explain the meaning of many words in context	Read modern fiction, myths, legends and books from other cultures; identify themes across a wide range of writing	Read fiction from our literary heritage; draw inferences and justify them with evidence; explore words in context
Reading skills and strategies	Skim for gist; identify how texts differ in purpose, structure and layout; use illustration to enhance understanding	Scan for detail using sub-headings and diagrams; read closely, annotating for specific purposes	Find the main idea of a paragraph and of a whole text; use a range of skimming and scanning strategies
Oracy and book talk	Confidently discuss a wide range of books; perform poems and plays with increasing understanding	Build on others' ideas and challenge some views; learn a wider range of poetry by heart	Challenge views with reasoned justification; distinguish fact from opinion; debate and perform to an audience
Reading for pleasure	Daily story time; read widely across books structured in different ways	Daily story time; read widely and frequently for pleasure and information; recommend books to peers	Daily story time; read widely for pleasure and information; lead reading in assemblies

EYFS is set out on the Early Years slide. For full progression and end points by phase, see the Reading Curriculum Progression document.

Assessment within Reading

DAY TO DAY

- Immediate verbal correction of blending, segmenting and pronunciation in phonics
- Questioning, discussion and Show Me responses in shared reading
- Whole class feedback books completed after sessions and acted on at the start of the next
- Mini-plenaries, cold calling, hinge questions and exit tickets within the lesson

ONGOING

- Floppy's Phonics assessments and Planning and Record grids
- Statutory Phonics Screening Check in Year 1, with a re-check in Year 2
- NTS assessments from Year 1 to Year 6 at the end of each term and added alongside teacher assessment grade to Insight
- Outcomes analysed with a focus on the lowest twenty per cent, agreed with the SENDCos

Every child at Bexton leaves able to read, think deeply about what they have read and choose to pick up a book because they want to.