

Curriculum Intent Statement: English (Reading)

Reading - Intent, Implementation & Impact

Intent: What is the Intent of our Reading Curriculum?

At *St Botolph's CofE Primary School*, our intent is that every child becomes a confident, fluent and motivated reader who understands the importance of reading in school, in the wider curriculum and in later life. Reading is a foundational life skill, enabling children to access knowledge, think critically, communicate effectively and develop a lifelong love of learning.

Our approach is grounded in the Simple View of Reading, recognising that high-quality reading provision must develop:

- Strong word recognition through systematic phonics and decoding
- Strong language comprehension through vocabulary, knowledge-building and exposure to rich, varied texts

We follow the guidance of the DfE Reading Framework, draw on EEF evidence-informed strategies.

We are committed to:

- Providing high-quality texts that expose pupils to a wide range of genres, cultures, voices and historical periods
- Ensuring high-quality first teaching that builds fluency, vocabulary, comprehension and confidence
- Giving children frequent opportunities to practise reading at school and at home
- Developing pupils' dispositions as inquisitive, reflective, enthusiastic readers
- Supporting pupils of all abilities, ensuring that every child - regardless of background or need - has the skills, encouragement and belief to excel

We want all pupils to leave *St Botolph's* as competent, joyful readers who read for purpose, understanding and pleasure.

Implementation: How Is Our Reading Curriculum Delivered?

We work collaboratively as a staff team, led by the English subject leaders, to embed a consistent, progressive, and research-informed reading curriculum. Guidance from advisors, specialist training and cross-school collaboration further enhance our practice.

Planning & Organisation

Early Reading and Phonics (EYFS & KS1)

- From the first day in FS, children experience a rich diet of stories, rhymes, poems and non-fiction.
- Phonics is taught daily through our validated scheme, Essential Letters and Sounds, ensuring a systematic, cumulative progression of phoneme-grapheme correspondence.
- Decoding skills and sight vocabulary are developed in tandem, with texts closely matched to pupils' secure code knowledge.
- Children who do not meet the expected phonics standard receive immediate, targeted "keep-up" support.

KS2 Reading Provision

- Guided reading is delivered through a consistent school approach, with teachers increasingly confident and skilled in this model.
- One dedicated reading lesson per week focuses on core reading instruction.
- Additional short, regular sessions using the VIPERS framework (Years 1-6) ensure explicit teaching of retrieval, inference, vocabulary, prediction, explanation and summarisation.
- In Year 6, reading skills are consolidated through practice texts and SATs Companion tasks.

Planning Structure

- **Long-term planning:** EYFS Framework; Essential Letters and Sounds; National Curriculum English
- **Medium-term planning:** in-school planning documentation aligned with ELS and supplemented as needed
- **Short-term planning:** weekly team planning guided by ELS and VIPERS

High-Quality Teaching Practices

- Teachers model expert reading aloud daily, enabling all pupils to hear ambitious vocabulary, challenging texts and expressive reading.
- Adults listen to pupils read regularly, with increased frequency for those needing accelerated support.

- Vocabulary is explicitly taught, explained and explored, supporting comprehension and closing gaps in language.
- Independent and collaborative reading opportunities help pupils build stamina, resilience and enthusiasm.

Learning Environment

- Classrooms promote focus, independence and discussion.
- High-quality texts are visible and accessible throughout the school.
- A well-stocked library, curated with volunteer support, provides a wide range of reading material including fiction, non-fiction, poetry and current affairs magazines.
- Reading diaries are used to track home and school reading; home reading is expected at least three times per week.

Intervention and Inclusion

- Pupils with additional needs receive tailored support, with targets set via Provision Map and reviewed regularly.
- SEN and identified readers have increased reading frequency (e.g., three times weekly in KS1).
- Year 6 booster sessions and funded tutoring provide additional preparation where needed.

Wider Support (Stakeholders)

- Teachers provide celebratory reading events (World Book Day, Shakespeare Week, Drop Everything and Read days).
- Parents are supported through information sessions, meetings, reports and an open-door policy.
- Church volunteers hear children read weekly.
- Governors monitor reading provision and outcomes with subject leaders.
- Trust schools collaborate on moderation, training and data analysis.

Impact: How Do We Know Our Reading Curriculum Is Making a Difference?

We evaluate the impact of our reading curriculum through a range of leadership, assessment and monitoring activities.

Monitoring Reading Outcomes

- Pupil 1:1 meetings explore children's attitudes to reading, strengths and next steps.
- Pupil progress meetings analyse data and inform targeted action.
- Depth of Learning tracking identifies strength and gaps in fluency and comprehension.
- Planning and lesson monitoring, work scrutiny and pupil voice provide insight into quality of teaching and engagement.

Assessment

Formative (ongoing)

- Misconceptions are addressed immediately.
- Teaching is adapted responsively.
- Next steps are identified clearly.
- Interventions are put in place early.

Summative

- **EYFS:** assessed against ELGs
- **Year 1:** TestBase assessments; Phonics Screening Check
- **Year 2:** SATs papers
- **Years 3-5:** TestBase termly assessments
- **Year 6:** half-termly SATs papers; more frequent testing in spring
- Progress is also tracked on the Depth of Learning system.

Moderation

- Within teams, across the school, with Trust schools and the Local Authority.
- Ensures consistency, accuracy and high expectations.

What Is the Result?

The impact of our reading curriculum is that:

- Pupils read with fluency, accuracy and prosody appropriate to age.
- Pupils show secure understanding and can discuss texts confidently.
- Children enjoy reading and see its relevance in their lives.
- Teaching is consistent and evidence-informed across the school.
- Staff know pupils well and respond quickly to emerging needs.
- More pupils meet and exceed age-related expectations, including those with additional needs.

We create an environment where:

- Reading is enjoyable, challenging, and valued.
- Effort is recognised, misconceptions are opportunities for learning, and pupils are encouraged to strive to be the best readers they can be.

Parent-Friendly Reading Curriculum Statements

Intent - What we want for our children

At St Botolph's CofE Primary School, we want every child to become a confident, fluent and happy reader. Reading is one of the most important skills children learn, and it helps them succeed not only in English but in every other subject too.

Our aim is for children to:

- Enjoy books and want to read for pleasure
- Learn to read words accurately and develop strong understanding of what they read
- Experience a wide range of stories, poems, non-fiction and texts from different cultures and time periods
- Build the confidence to talk about books and share their ideas
- See themselves as readers both now and in the future

We believe that strong reading skills open the door to learning, imagination and lifelong opportunities.

Implementation - How we teach reading

We teach reading in a clear, structured way that helps every child make good progress.

Early Reading & Phonics

- In Early Years and Year 1, children learn phonics daily using *Essential Letters and Sounds*, a proven scheme that helps them decode words quickly and accurately.
- Children read books that match the sounds they have learned so they can feel successful and build confidence.

Growing Comprehension & Confidence

- Across the school, children learn vocabulary, inference, prediction and other key skills through regular reading lessons.
- Teachers read aloud to the class every day so all children hear rich language, exciting stories and new ideas.
- VIPERS reading lessons (Y1-6) help children understand, discuss and think deeply about what they read.

Practice & Support

- Children read regularly with adults in school, and we encourage reading at home at least three times a week.
- Pupils who need extra help receive small-group or 1:1 support to build fluency and confidence.
- Our classrooms and libraries are filled with high-quality books, and children are encouraged to choose texts they enjoy.

Teamwork between school and home

We work closely with parents, governors, our Church volunteers and our Trust schools to make reading a shared priority.

Impact - The difference our reading approach makes

We know our reading curriculum is successful when:

- Children become fluent, confident readers who enjoy reading
- Pupils can talk about books, explain their ideas and understand what they read
- Children make strong progress across the school and achieve well in assessments

- Teachers know their pupils well and can give the right support at the right time
- Reading feels positive, exciting and valued in school
- More children reach or exceed age-related expectations, including those who need extra support

Most importantly, the impact we want to see is that children leave *St Botolph's* as skilled, enthusiastic readers, ready for the next stage of their education and able to enjoy reading throughout their lives.