High Ercall Primary School	
Curriculum Statement for Reading	
Subject Leader: Jemma Wallace (KS1) and **Lauren D'Angelillo (KS2)**	**Date: September 2026**

Intent

What does reading look like at High Ercall?

At High Ercall Primary school, we want all our children to become proficient and fluent readers. We encourage and support all children to have knowledge of and read a variety of genres and authors. This will enable them to become skilled and fluent readers, who can use and understand a wide range of vocabulary in their spoken and written language.

The intent of our reading curriculum is to:

- enable our children to build on and acquire new substantive knowledge, by progressively teaching both word reading and comprehension

- develop the disciplinary knowledge of reading and books, to ensure that our children have a breadth of understanding of literature

- follow the National Curriculum expectations for each year group

- deliver a curriculum accessible to all to enable children to know more and remember more, building upon their starting points

- recognise that literature also plays a key role in supporting the children's development – culturally, emotionally, socially and spiritually

Our curriculum has been built to include our key curriculum drivers:

- our school values, the 5Rs

- the role of active learning

- building our children's understanding of diversity.

In their time at High Ercall, we ensure the children access a wide variety of literature and well mapped out books to support this broader development and disciplinary knowledge. In our curriculum we have also considered the **journey of a child through the school,** so that our curriculum is progressive even when a child remains in a class for 2 years. Each class has a two year rolling programme of both their reading curriculum and class books.

What do we want children to be able to do by the end of Year 6?

We follow the National Curriculum expectations for reading and expect that our pupils will have met or exceeded the expected standards for Year 6 pupils. Our reading targets extend to expectations in Year 7, both nationally and for our local feeder schools, to support transition into secondary school.

We expect our children to develop their substantive knowledge - word reading and comprehension are taught progressively as they move through school. Phonics is taught systematically through from Reception, and up into Year 3, if necessary, to enable the children to become skilled at rapidly decoding and recognising familiar words. There are clear expectations of the knowledge to be taught, which is set out in the curriculum for each year group, and reading targets set across school.

We expect our children to develop their disciplinary knowledge - their wider understanding of literature, genre and authors - to apply it to their understanding and enjoyment of reading

How will this support the children in lifelong learning?

It is essential that by the end of their time at High Ercall in Year 6, our pupils can read fluently, and with confidence to use these skills in any subject in their secondary education. It is also essential for us that our children have developed a habit of reading widely, for pleasure as well as information, and through this have acquired a wide vocabulary they can apply to all subjects – including writing and spoken language.

Implementation (link to policy)

How is the curriculum for reading organised and how do we teach it?

At High Ercall, we strive to create a text rich environment for all our children, which appeals to their interests. Children are given the opportunity to read with an adult at least once a week either individually or as a group. Each class will be read to daily as part of their English lesson, or at other times during the day to celebrate the enjoyment of reading. This also provides the opportunity to be emersed in rich vocabulary that they may not be able to, or may not choose to, access independently.

Reading at home: All children are encouraged to read at least five times each week at home – this can be their school book or a book of their own. Children are rewarded in class for reading five times, and this contributes to a whole school half-termly reading reward. In Key Stage 1, we ask parents to record in the reading diary when they have read with their child. In Key Stage 2, the children are expected to complete their reading diary themselves, and there is guidance given about the expected comments to be written by the children.

Book bands: All children take home an individual reading book from school, which is colour banded according to their reading level. Children in reception and Year 1 take home a book which is matched to the phonics they have been taught the previous week. They also have access to 'Phonics Bug', an online resource where books are selected which match taught phonics from that week, or review prior learning. Class teachers allocate books each week for the children to access electronically at home. Across school, the books are all colour banded according to difficulty. There is a mixture of scheme books and 'real' books. When children become confident and fluent readers, they choose books for themselves and are allowed to bring appropriate books from home. Colour banded books are used from Year 2 onwards, where children have completed phase 5 and have learnt all the graphemes required.

Individual reading: Across school, some children will read additionally to adults on a 1:1 basis. This will build fluency, automaticity and confidence in applying substantive knowledge. For some children this will be word reading, and applying phonics knowledge, for others it will be using and applying taught aspects of comprehension. It is important at High Ercall that children with lower reading skills are given additional reading teaching on a 1:1 basis, as well as accessing the high quality teaching and learning in reading with their peers in the classroom.

Key Stage 1 – Phonics and Reading

Phonics is taught daily in KS1 in a session that lasts around 20 minutes. We provide a rigorous, intensive and systematic synthetic phonics programme which underpins reading, spelling and writing through the Pearson 'Phonics bug' scheme. The phonics scheme is implemented as soon as children begin in Reception and progresses through the phases of learning ensuring that all children have a secure knowledge of each phase. Children are organised into phonics phases, that match their learning and development, meaning that groups are smaller (not whole class) and take place in a settled environment where distractions are kept to a minimum. The children are taught new phonemes progressively, whilst recapping prior learning. Regular assessment takes place within the phases to gather data and ensure that children are retaining the learning at its current pace. Some children may then have additional catch-up sessions to boost progress, if needed.

In June each year the Year 1 children are required to take part in the formal Phonics Screening Check to assess learning up to the end of phase 5. Following this they will begin Phase 6 in Year 2. If a child does not pass the Screening Check, they will retake it the following year. Phase 6 contains no further graphemes to learn but consists of teaching suffixes, and their rules, to further develop the children's ability to apply and use their phonics knowledge in written work.

Guided reading lessons are taught daily in KS1, using books which match the phonemes being taught that week, until the end of phase 5, then the children progress on to reading colour banded books in their small groups. The children

are taught how to apply their word reading knowledge and demonstrate their comprehension through reading aloud, questioning and discussion.

During the Spring and Summer of Year 2, those children who are confidently accessing Phase 6 phonics begin to take part in VIPERS comprehension lessons twice a week. The acronym VIPERS, in Key Stage 1, stands for: vocabulary, inference, predict, explain, retrieve, sequence. The children are taught about these different aspects of comprehension and begin by verbally answering questions together as a group before moving on to some more formal recoding of their answers.

Key Stage 2 – Reading Fluency

The Fluency Shed is used for three of our five weekly reading lessons. The Fluency Shed, from The Literacy Shed, is a research-informed reading fluency scheme. Inspired by research defining fluency as reading with accuracy, automaticity and prosody, this program provides the vital bridge between decoding and comprehension. We believe that fluency needs to be explicitly taught to all children because reading that is natural, expressive and meaningful frees children to focus on understanding and enjoying the text.

What Does the Fluency Shed Look Like in Practice?

Fluency lessons are based around the same text, with each lesson targeting a key component of reading fluency: accuracy, automaticity and prosody.

- *Lesson 1:* Accuracy focuses on decoding words correctly and developing strong word recognition skills.
- *Lesson 2:* Automaticity helps children read effortlessly, at an appropriate pace, freeing cognitive capacity for understanding meaning. It also involves syntactic comprehension to establish phrasing and units of meaning.
- *Lesson 3:* Prosody develops expressive reading through tone, rhythm and phrasing that reflect the text's meaning.

Each lesson explicitly develops comprehension through guided discussion points, vocabulary work using morphology and etymology (understanding roots, bases and affixes), words-in-context questioning, syntactic comprehension (seeing how words and phrases form meaningful units during oral reading) and deeper-level inference through explicit comprehension questions provided at the end of lesson 3.

F	Find your pace	Reading at a natural speed, not too fast or slow (using Fluency Shed's research-informed 'Words Per Minute' chart) and adjusting pace to reflect the text's meaning and mood.
L	Look like you mean it	Showing you understand the text by using your voice to add meaning — changing your expression, tone, volume and emphasising words.
U	Understand it	Demonstrating your understanding by discussing what the text means, explaining unfamiliar words using roots and word parts, and justifying ideas with evidence from the text whilst drawing on contextual knowledge.
E	Every word right	Repeatedly reading the extract to read every word accurately.
N	Naturally smooth	Re-reading the text many times to make your voice smoother, clearer and more confident, flowing naturally like music.
T	Thoughtful Phrasing	Grouping words together into meaningful units (syntactic comprehension).

How is Fluency Assessed?

- Children to use the FLUENT reader grid for self- and peer-assessment.
- Teachers to track progress using Tim Rasinski's adapted fluency rubric and assess for pace by referring to the termly Words Per Minute tables.
- Weekly comprehension questions can be used for formative assessment.
- Summative termly reading assessments, from Summer Year 1 to Summer Year 6, comprising one non-fiction text, one fiction text and one poem, have been designed to assess the knowledge and vocabulary taught each term

Reading Comprehension in KS2

Our approach to reading comprehension is informed by the Education Endowment Foundation (EEF) guidance and the Department for Education's Reading Framework, which emphasise that effective comprehension teaching requires explicit instruction, rich discussion and regular opportunities for pupils to engage deeply with high-quality texts. Children are read to every day, giving them access to a carefully selected range of high-quality texts throughout

the year. The Reading Framework highlights the importance of reading aloud to pupils, enabling them to experience texts that may be beyond their independent reading level. These daily reading sessions help to foster a love of reading, spark meaningful discussion and broaden pupils' reading experiences.

Each half term, classes study a high-quality whole-class text which becomes the focus for reading, discussion and comprehension teaching. In addition to the three Fluency Shed lessons, pupils participate in two dedicated comprehension lessons each week based on the class text. These lessons are guided by the VIPERS reading skills: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing. The VIPERS approach ensures that children experience a broad range of comprehension skills and learn how different strategies support understanding. Teachers explicitly model how skilled readers think, question, monitor and clarify meaning as they read.

At High Ercall, there is a clear school long-term plan for whole class reading, including class novels for each term (or shorter for KS1) and other texts including poetry and non-fiction books. These are read daily with the children for enjoyment and discussion. This long term plan is reviewed annually to ensure there is a clear progression of vocabulary and texts, but also to take into account new texts published and content relevant across the curriculum. We are also building reading into each subject - and considering how reading filters across into all the curriculum. This is part of our action planning for 2022-23. Reading texts across the curriculum will be planned further into the long term plan.

Reading Schemes:

At High Ercall we use the following phonics and reading schemes:

- Pearson – Phonics Bug
- Project X for our more confident readers who are reading phase 6 and beyond.
- EdShed – including The Fluency Shed, Comprehension Plus and VIPERS resources

All children in Reception and Year 1 read texts which are matched to the teaching in phonics. In this way they can practise their word reading skills and apply the taught knowledge from their phonics lessons in both guided group reading and individual reading at home and school. Books are sent home each week to read which also match the taught phonics. It is important that children read and re-read books in order that they become fluent and confident in their reading. To supplement books purchased, children are also allocated online books.

We have purchased Phonics bug as an online resource. Children have their username and password in their reading diary. For further information on this resource, look on the 'Phonics' page. Books are allocated online which match the taught phonics.

Once children are confident with their word decoding, and have successfully completed phase 5 in phonics, children are given individual readers which are colour coded. This enables the children to read texts which match their word reading ability - but also supports their wider disciplinary knowledge of genre and the features of different text types.

Children with SEND

Our children with any additional needs access the same high quality teaching and learning in reading as their peers. Our curriculum is fully inclusive. They may also be supported through an Individual Provision Map with additional 1:1 reading or phonics or specific aspect of reading knowledge as required. Where necessary a differentiated curriculum is fully planned to take into account individual needs. This is monitored by our SENDCO - Sarah Roberts - and parents are fully engaged and involved.

Impact

How do we review learning in reading?

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Termly informal phonics assessments
- Group reading records in KS1 and records of targets in KS2
- Pupil reading diaries
- Phonics screening results – Year 1
- Book band colour – assessed using Benchmarking
- Summative assessments
- End of Key stage SATs results
- Talking to the children about their reading progress
- Lesson observations and feedback to teaching staff
- Professional development for all staff
- Parental response to school initiatives such as World Book day
- Parent feedback

All of our staff, senior leaders and Governors are involved in measuring the impact of our reading curriculum in differing ways. This is planned through the School Development Plan, using our annual monitoring cycle and termly development plan to map out monitoring and review over the year.

Jemma Wallace (KS1) and **Lauren D'Angelillo (KS2)** are the English Subject Leaders at High Ercall Primary School. There is a clear monitoring cycle in place which evaluates reading teaching and learning, outcomes, pupil and parent voice. These outcomes feed into action planning to continually evaluate and improve our teaching and learning in reading.