"Learning Together, Learning for Life"

Reading Statement

Intent

At Mablins Lane Community Primary School, reading is a priority across the curriculum. We want all pupils to become accurate, fluent and confident readers who understand what they read and enjoy books.

From EYFS to Year 6, pupils encounter a wide range of fiction, non-fiction and poetry. Through reading, they develop vocabulary, knowledge and understanding of themselves and the wider world. We aim for pupils to leave primary school equipped to access the secondary curriculum and motivated to continue reading for pleasure.

Implementation

Phonics and early reading

- We teach systematic synthetic phonics through Essential Letters and Sounds, following the programme's sequence and teaching approach.
- Phonics is taught daily in Reception and Year 1. Pupils who have not secured decoding receive continued teaching and additional practice in Year 2 and beyond where needed.
- Regular assessment identifies gaps promptly and informs targeted support.
- Independent reading-practice books are closely matched to the phonics pupils have been taught. Rereading develops accuracy, confidence and fluency.
- Staff delivering phonics receive training to support consistent implementation.

Shared reading, fluency and comprehension

- **Whole-class shared reading** is the main approach in Years 2-6. Year 1 includes appropriate whole-class reading alongside phonics and early reading teaching. In EYFS, shared stories, rhymes and discussion develop language and early comprehension.
- Teachers model accurate, fluent and expressive reading and explain their thinking to demonstrate how readers make sense of texts.
- Pupils explore vocabulary, discuss ideas and develop their understanding through carefully selected fiction, non-fiction and poetry.
- Reading VIPERS supports the teaching of vocabulary, inference, prediction, explanation, retrieval and sequencing or summarising, as appropriate to pupils' age and the text.
- Teachers explicitly model strategies such as rereading, locating relevant information, connecting ideas and selecting evidence.
- Supported reading practice develops accuracy, pace, phrasing and expression. Small-group and individual teaching address identified needs in decoding, fluency or comprehension.

Independent and home reading

- PM Benchmarking informs the selection of appropriately matched books within the school's book bands, progressing to Ready Reader. For pupils still learning to decode, independent practice books remain matched to their taught phonics.

- Home reading is recorded in reading diaries, supporting communication between school and families.
- Pupils have access to classroom reading areas containing a range of books, including texts linked to the wider curriculum.

Promoting a love of reading

- Pupils have regular opportunities to hear high-quality texts read aloud through class reading and the texts used in English.
- Staff encourage pupils to choose, discuss and recommend books and explore different authors, genres and perspectives.
- Reading celebrations, including World Book Day, support enthusiasm for books. Families are encouraged to share stories, discuss reading and make use of local libraries.

Impact

We aim for pupils to make progress from their individual starting points, developing increasingly accurate and fluent reading alongside secure comprehension. Pupils build confidence in discussing texts, explaining their understanding and choosing books they enjoy.

We evaluate the impact of our reading curriculum through:

- ongoing assessment of phonics, decoding, fluency and comprehension;
- PM Benchmark records and pupils' reading in class;
- termly SmartGrade HeadStart reading assessments in Years 1-6, with half-termly assessment in Year 6, including past SATs papers;
- book scrutiny, learning walks, lesson visits, planning review and pupil voice;
- review of the progress of pupils receiving additional support.

Findings inform subsequent teaching, targeted support, staff development and the school's English improvement priorities.