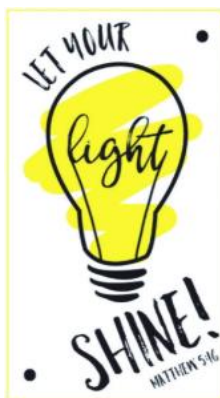




St Uny Church of England Academy



Reading



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

‘Let your light shine before others...’

Matthew 5:16

Reading Statement of Intent:

It is our intent that reading inspires, engages and challenges pupils and we aim to develop key skills to enable all children to become fluent and confident readers. We will support and encourage all children to decode, comprehend and enjoy reading regardless of starting points and strive to enable good progress through high quality teaching and learning. Reading is a skill essential for life and at St Uny CE Academy we want our children to leave school with a passion for reading. We aim to promote a love of reading across all ages so that children access high quality texts across the curriculum, encounter rich & varied vocabulary and develop their comprehension skills. We want reading to develop as a transferrable skill which will enable pupils to become inquisitive, improve their spoken and written literacy skills and become lifelong learners.

Rationale

At our school, we believe that reading is the key to unlocking learning across the curriculum and equipping children with the knowledge and skills they need to succeed in education and beyond. We are committed to ensuring that every child becomes a confident, fluent and enthusiastic reader who can access, understand and enjoy a wide range of texts.

Our approach is informed by the evidence-informed principles advocated by Christopher Such. We recognise that reading comprehension depends upon both secure word recognition and strong language comprehension. Children need opportunities to develop reading fluency, build vocabulary and background knowledge, and engage deeply with increasingly complex texts. Through carefully structured reading lessons, pupils are supported to become accurate, expressive and thoughtful readers.

Aims

The aim of our reading curriculum is to ensure that all pupils:

- Read accurately, fluently and with appropriate expression.
- Develop strong comprehension skills across a wide range of texts.
- Acquire and use an increasingly rich and varied vocabulary.
- Build knowledge of the world through exposure to high-quality literature and non-fiction.
- Develop the confidence to discuss, analyse and justify their understanding of texts.
- Foster a lifelong love of reading and view themselves as readers.

Reading Curriculum Structure

From Year 2 onwards, whole-class reading is organised into a weekly structure comprising three fluency lessons, one extended reading lesson and one close reading lesson. This approach enables children to revisit and reread the same text multiple times throughout the week, promoting both fluency and deeper understanding.

By repeatedly engaging with a text, pupils become increasingly familiar with its vocabulary, content and structure. This allows cognitive effort to be directed towards understanding meaning, making connections and engaging in discussion rather than simply decoding individual words.

The reading curriculum is carefully planned to expose pupils to a broad range of high-quality fiction, non-fiction and poetry. Texts are selected to reflect the ambition of the wider curriculum and to develop pupils' vocabulary and background knowledge.

Fluency Reading

Three reading sessions each week are dedicated to developing fluency. Reading fluency is recognised as a crucial bridge between decoding and comprehension. Fluent readers can read accurately, at an appropriate pace and with expression, enabling them to focus their attention on meaning.

To support the teaching of fluency, teachers use high-quality texts and resources from Literacy Shed+. These resources provide engaging and appropriately challenging texts that support repeated reading, vocabulary development and rich discussion. They enable teachers to focus explicitly on the key components of fluency whilst ensuring that children remain engaged with meaningful and enjoyable reading experiences.

During fluency lessons, teachers model expert reading by demonstrating accuracy, pace, phrasing and expression. Pupils are given regular opportunities to hear fluent reading and to practise these skills themselves through a range of strategies such as echo reading, choral reading, paired reading and repeated reading.

Vocabulary is explicitly taught and revisited throughout the week so that pupils can develop a secure understanding of important words and phrases. Teachers use questioning and discussion to check understanding and encourage children to think about the meaning of the text as they read.

Extended Reading

One lesson each week is devoted to extended reading. The purpose of this lesson is to develop reading stamina and provide opportunities for pupils to engage with longer sections of text.

During extended reading, children read sustained extracts and explore how ideas, themes, characters and information develop across a wider section of the text. Teachers support pupils in making connections, discussing key ideas and considering the author's purpose.

These lessons encourage children to experience texts as readers, allowing them to immerse themselves in the content and gain a deeper appreciation of the text as a whole. Discussion plays an important role in helping pupils articulate their understanding and learn from the perspectives of others.

Close Reading

One lesson each week is dedicated to close reading. In this lesson, pupils explore a smaller section of text in greater depth to develop their comprehension and analytical skills.

Children are encouraged to return to the text repeatedly, considering how meaning is created through vocabulary choices, sentence construction and text organisation. They learn to support their ideas with evidence from the text and to explain how authors achieve particular effects.

Close reading lessons provide opportunities for pupils to think critically, discuss alternative interpretations and develop a deeper understanding of both explicit and implicit meanings within a text.

Vocabulary Development

Vocabulary development is at the heart of our reading curriculum. We recognise that a broad vocabulary is essential for successful reading comprehension and wider academic achievement.

Teachers explicitly teach unfamiliar and ambitious vocabulary encountered within reading lessons. Pupils are encouraged to discuss, define and apply new vocabulary in different contexts. Important words are revisited regularly to help secure understanding and support long-term retention.

Vocabulary teaching is carefully planned to support both reading comprehension and pupils' wider language development. Opportunities are provided for children to explore word meanings, word relationships and language choices made by authors.

Reading for Pleasure

Developing a love of reading is a key priority across the school. We believe that children who enjoy reading are more likely to choose to read independently and, as a result, develop stronger reading skills.

All classes enjoy regular story time, during which teachers read high-quality texts aloud and model enjoyment of books. Class reading books are carefully selected to expose children to a wide range of authors, genres and themes. Teachers actively promote reading through book recommendations, discussions and celebrations of reading within the classroom.

The school library and classroom reading areas provide welcoming environments where children can discover and enjoy books. Pupils are encouraged to read widely and to share their reading experiences with others.

To further promote positive reading habits, the school operates **Reading Karate**, which rewards children for regular reading and celebrates progress as readers. Pupils work towards achieving a series of recognised reading milestones, helping to build motivation and consistency in reading at home and at school.

The school also runs a **Reading Raffle**, which recognises pupils who read regularly and engage positively with reading. The raffle provides an additional opportunity to celebrate reading and reinforces the message that reading is both valuable and enjoyable.

Through these approaches, we aim to create a culture in which books, stories and reading are valued and celebrated by the entire school community.

Assessment

Assessment is used to inform teaching, identify next steps and ensure that all pupils make progress as readers.

Teachers regularly assess reading fluency by considering pupils' accuracy, automaticity, pacing and expression. Reading comprehension is assessed through classroom discussion, questioning, written responses and ongoing teacher observations.

Assessment information is used to identify strengths, address misconceptions and provide appropriate support or challenge. Teachers use assessment outcomes to adapt teaching and ensure that every child is able to access and make progress within the reading curriculum.

Inclusion

We are committed to ensuring that all pupils can access and succeed within the reading curriculum.

Teachers provide appropriate support and scaffolding to ensure that all children can engage meaningfully with high-quality texts. Where necessary, vocabulary is pre-taught and additional support is provided to enable pupils to access the content of lessons successfully.

Reading provision is adapted to meet the needs of pupils with SEND, disadvantaged pupils and those who require further support. At the same time, all pupils are entitled to an ambitious reading curriculum and opportunities to engage with rich and challenging texts.

Through high expectations and carefully considered support, we aim to ensure that every child develops as a confident, fluent and enthusiastic reader.