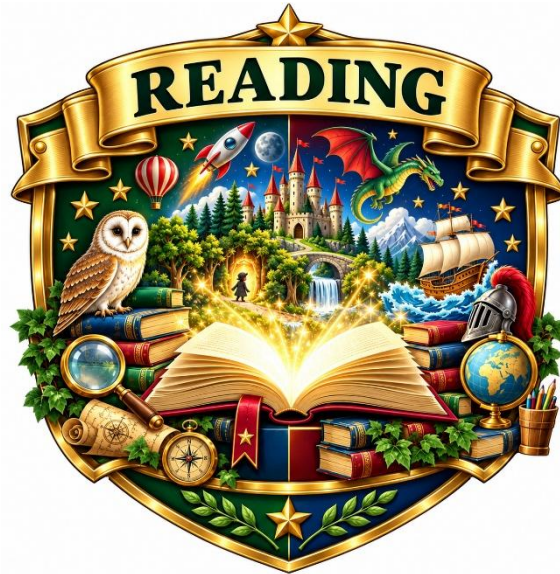




Staining CofE Primary School

Vision for English: Reading

Our School Drivers: Explore the World, Live Well, Thrive in Life & Make a Difference



At Staining Church of England Primary School, English (Reading) is central to nurturing a caring, respectful and inclusive school community. Rooted in our core values – Aim High, Be Kind, Show Respect, Work Hard, and Teamwork.

At Staining Primary School, we believe that reading is the foundation of all learning and a vital life skill. Our vision is for every child to become a confident, fluent and enthusiastic reader who reads with understanding, curiosity and enjoyment.

Reading is at the heart of our curriculum and the key to accessing learning across every subject. High-quality texts develop vocabulary, deepen knowledge and inspire imagination, while secure decoding and comprehension skills enable children to access a wide range of genres, ideas and experiences.

Rooted in our Christian vision – Learn to Wonder, Grow in Wisdom, Shine Like Stars – we want children to use reading to understand ideas, emotions and perspectives, developing empathy and understanding of themselves, others and the wider world.

We encourage independence, reflection and a love of books, ensuring all pupils leave Staining as motivated, capable readers who are inspired by the power of reading.

September 2026

Subject Leader - Emily Gaskell



Purpose of Study

Reading at Staining is the foundation of learning and a vital life skill. Through a rich and varied reading curriculum, children develop the vocabulary, fluency and comprehension skills needed to become confident, enthusiastic and independent readers. Children are encouraged to read widely across fiction, non-fiction and poetry, developing understanding, curiosity and enjoyment while using reading to access the wider curriculum, develop imagination and knowledge, and build empathy and understanding.

Curriculum Alignment

Our Reading curriculum is fully aligned with our whole-school curriculum principles.

Learn to Wonder - Explore the World

Reading opens the door to new experiences, ideas and knowledge. Children encounter a rich range of fiction, non-fiction and poetry that broadens their understanding of themselves and the world around them.

Grow in Wisdom - Thrive in Life

Children develop the knowledge and skills to read fluently and with understanding, including vocabulary, retrieval, prediction, inference and summarising. Through daily Guided Reading and high-quality texts, children develop confidence, independence and critical thinking.

Shine Like Stars - Make a Difference

Reading develops empathy, understanding and confidence, helping children appreciate different experiences, perspectives and viewpoints. Through a love of reading, children develop the



confidence to communicate with others and become thoughtful, responsible members of their community.

The Staining Entitlement in Reading

Every child at Staining will experience:

- Daily teaching of Guided Reading.
- Phonics teaching where required to support secure decoding.
- Access to a wide range of high-quality fiction, non-fiction and poetry.
- Regular opportunities to read independently and choose books they enjoy.
- Access to classroom and topic-related books across the curriculum.
- Regular opportunities to hear adults read aloud, including daily story time at the end of the school day.
- Appropriate challenge and support matched to individual reading needs.
- Renaissance Accelerated Reader from Year 2 to Year 6.
- Regular opportunities to read at home and engage with books alongside parents and carers.
- Opportunities to develop a lifelong love of reading through activities and events including World Book Day, the annual Reading Festival and author visits.
- Regular opportunities for children to choose and read books for pleasure, regardless of reading level, to develop enjoyment, curiosity and a lifelong love of reading. These books may be enjoyed independently or shared with parents and carers at home.
- Daily opportunities to access and enjoy the school library environment, including listening to stories, participating in guided reading, sharing books with others and selecting books for pleasure.

How Knowledge is Built in Reading

Our reading curriculum is carefully sequenced to develop children's reading knowledge and skills over time. Children build on previous learning, developing increasing fluency, comprehension, vocabulary and independence as they progress through school.

EYFS: Children develop the foundations for reading through listening to and discussing stories, rhymes and poems, developing vocabulary, prediction and picture inference.

Year 1: Children build fluency and understanding, developing retrieval, vocabulary, prediction and simple inference while continuing to secure their early reading skills.

Year 2: Children develop comprehension and expression, including inference, vocabulary in context, retrieval and summarising.



Year 3: Children deepen their understanding through sustained reading, inference, summarising, vocabulary and exploring author choice.

Year 4: Children broaden their reading horizons, developing fluency, inference, use of evidence, author choice and understanding of how language and structure contribute to meaning.

Year 5: Children develop increasingly analytical reading skills, including evidence-based inference, comparing themes, evaluating vocabulary and structure, and reading for research and independent learning.

Year 6: Children develop critical and reflective reading skills, evaluating author intent, bias and perspective, synthesising information and reflecting on how reading shapes their understanding of the world.

Learning Knowledge - Learn to Wonder

Children learn reading through:

- A consistent approach to teaching vocabulary, fluency and comprehension.
- High-quality teaching supported by effective resources and rich texts.
- Explicit modelling of reading strategies and vocabulary.
- Opportunities to develop fluency through echo, choral and partner reading.
- Opportunities for guided practice, discussion and independent practice.
- Purposeful questioning that encourages children to predict, infer and explore meaning.
- Opportunities to connect texts with prior knowledge and learning across the curriculum.
- Topic-linked texts that deepen knowledge and understanding.
- Encouraging curiosity through our **"Learn to Wonder"** and **"I Wonder..."** approach.

Securing Knowledge - Grow in Wisdom

We check children are securing reading knowledge by:

- Using responsive assessment strategies throughout reading lessons.
- Monitoring fluency, vocabulary and comprehension through Guided Reading and independent reading.
- Monitoring progress through the planned curriculum and adapting teaching accordingly.
- Providing opportunities for children to demonstrate their understanding in varied contexts.
- Using Renaissance Accelerated Reader assessments every half term, alongside teacher assessment, to monitor reading progress, support appropriate challenge and guide children in selecting suitable books from the library.
- Using NTS Reading Assessments at appropriate points to assess children's reading knowledge and understanding.



- Monitoring children's reading through Accelerated Reader and reading diaries, including engagement with reading at home.
- Parents and carers are encouraged to sign reading diaries weekly and record comments when they have listened to their child read.
- Whole-school monitoring led by teachers, SLT and subject leaders.

Remembering Knowledge - Shine Like Stars

We ensure children remember reading knowledge by:

- Identifying essential reading skills and vocabulary for long-term retention.
- Beginning reading lessons with purposeful retrieval practice.
- Revisiting previously taught reading skills and vocabulary regularly.
- Re-reading and revisiting texts where appropriate to reinforce understanding and fluency.
- Making meaningful connections between current reading and prior learning.
- Applying reading skills across a range of texts and contexts, including topic-linked reading.
- Reviewing key reading knowledge regularly across units and year groups.
- Encouraging children to reflect on how reading connects to life, faith and the wider world.

Supporting Knowledge - So Every Child Can Shine Like Stars

If children struggle to secure or remember reading knowledge, we:

- Use responsive and adaptive teaching, purposeful questioning and immediate feedback.
- Provide scaffolds, visual supports, adaptations and reasonable adjustments.
- Provide additional opportunities to practise reading fluency and comprehension.
- Revisit and reinforce reading skills and vocabulary that children have not yet secured.
- Use assessment information and teacher judgement to identify gaps and provide targeted support.
- Ensure books are appropriately matched to children's reading knowledge and individual needs.
- Work with parents and carers to reinforce reading at home where appropriate.
- Maintain high expectations while providing the support needed for children to succeed.
- Provide appropriate challenge for children who are ready to deepen and extend their reading.



Curriculum Drivers in Reading

Vision	Curriculum Driver	Entitlement
Learn to Wonder	Explore the world	Children use reading to discover new ideas, stories, knowledge and experiences, developing curiosity about themselves and the world around them.
Grow in Wisdom	Thrive in Life	Children develop fluency, vocabulary and comprehension, enabling them to read confidently, independently and with understanding.
Shine like Stars	Make a difference	Children develop a love of reading and use books to understand different perspectives, develop empathy and communicate and connect with others.

By the time children leave Staining, they will be:

Fluent - able to read accurately, smoothly and with appropriate expression.

Knowledgeable - able to draw on a secure vocabulary and reading knowledge to understand, discuss and respond to what they read.

Confident - able to read independently, approach unfamiliar and increasingly challenging texts and communicate their ideas clearly.

Curious - eager to explore a wide range of books, authors, genres and ideas, asking thoughtful questions about what they read.

Reflective - able to think deeply about texts, consider different perspectives and make connections with their own experiences and the wider world.

Enthusiastic - able to read for both purpose and pleasure and demonstrate a lifelong love of reading.



Reading Skills Progression

Year Group	Focus	Key Skills Developed
EYFS	Foundations of Reading	- Phonemic awareness and early decoding. - Listening to and joining in with stories, rhymes and poems. - Talking about characters, settings and events. - Developing vocabulary through shared reading. - Beginning to infer meaning from pictures and simple text. - Understanding that print carries meaning.
Year 1	Building Fluency and Understanding	- Secure blending and segmenting skills. - Reading simple sentences with growing fluency. - Retelling familiar stories and identifying key events. - Beginning to make predictions. - Recognising story structure and sequencing events. - Discussing vocabulary and meaning.
Year 2	Developing Comprehension and Expression	- Reading with increasing fluency and expression. - Using punctuation to support phrasing. - Answering retrieval and inference questions. - Explaining preferences and opinions about texts. - Recognising different text types (fiction, non-fiction, poetry) - Beginning to summarise main ideas
Year 3	Deepening Understanding	- Reading longer texts with sustained concentration. - Identifying themes, settings and characters. - Making inferences supported by evidence. - Exploring author choice and vocabulary. - Summarising paragraphs and chapters. - Beginning to compare texts and authors.
Year 4	Broadening Reading Horizons	- Reading a range of genres confidently. - Explaining how language and structure contribute to meaning. - Making connections between texts and topics. - Discussing author intent and viewpoint. - Using evidence to justify opinions. - Developing fluency through performance and oral reading.
Year 5	Analytical Reading	- Reading complex texts with fluency and understanding. - Analysing character motivation and author technique. - Comparing themes across texts. - Evaluating the impact of vocabulary and structure. - Drawing conclusions supported by evidence. - Reading for research and independent learning.
Year 6	Critical and Reflective Reading	- Reading confidently across a wide range of genres. - Evaluating author intent, bias and perspective. - Synthesising information from multiple sources. - Discussing themes and moral messages. - Reflecting on how reading shapes understanding of the world. - Reading as lifelong learners and advocates for literacy.