# Fiskerton CE Primary School

# Reading

# Intent, Implementation and Impact Statement

***Belonging, learning and flourishing together in God's love.***

***'Encourage one another and build each other up' (1 Thessalonians 5:11)***

**Reading Curriculum Intent**

Rooted in God's love and inspired by St Clement's call to live in harmony, our Reading curriculum reflects our commitment to being an inclusive and caring church school where every individual is known, valued and nurtured. We aim to inspire pupils to develop a lifelong love of reading, fostering curiosity, imagination and a deep appreciation of literature.

In line with our vision of belonging, learning and flourishing together, we support children to grow into confident, fluent and reflective readers. Our curriculum encourages pupils to engage with a wide range of high-quality texts, enabling them to explore different perspectives, cultures and experiences while developing empathy and understanding. Pupils are encouraged to share their reading experiences, supporting and encouraging one another in their learning, living out our underpinning Bible verse: "Encourage one another and build each other up" (1 Thessalonians 5:11).

Our progressive curriculum is carefully sequenced to build knowledge and skills over time. It develops pupils' fluency, comprehension and critical thinking through exposure to rich and varied texts. Through engaging and purposeful reading opportunities, pupils are encouraged to ask thoughtful questions, make connections and reflect on meaning, language and authorial intent.

As pupils move through the school, they develop confidence in reading with accuracy, expression and understanding. They learn to think critically about texts, consider different viewpoints and respond thoughtfully, both independently and through discussion.

Through high aspiration, encouragement and a love of reading, we empower all pupils to flourish and to be the very best they can be. We equip them with the knowledge, skills and enthusiasm needed to become lifelong readers, able to access and understand the world around them.

## Implementation

Our Reading curriculum is delivered through a carefully structured and progressive sequence of lessons, ensuring clear progression and full coverage of the National Curriculum. High-quality texts sit at the heart of our curriculum, supporting pupils in developing fluency, comprehension and a love of reading.

In EYFS and Year 1, pupils follow the Little Wandle phonics and guided reading scheme, providing a secure foundation in early reading through systematic, synthetic phonics. In Year 2, pupils build on this through the Little Wandle Fluency Scheme, developing accuracy, prosody and confidence. In Key Stage 2, reading is taught through the VIPERS approach, using high-quality texts to develop comprehension skills including vocabulary, inference, prediction, explanation, retrieval and summarising.

Teaching is inclusive, engaging and supportive, ensuring all pupils feel valued and successful. Reading is prioritised daily, with all pupils being read to by an adult using high-quality, age-appropriate texts. This promotes a love of reading, broadens vocabulary and deepens pupils' understanding of the wider world.

A key feature of our curriculum is the use of carefully planned reading pathways for each year group. These ensure that pupils experience a rich and varied range of texts, including classic literature, poetry, diverse and inclusive texts, graphic novels and high-quality age-appropriate books. The pathways are designed to build progressively, allowing pupils to revisit themes, develop cultural understanding and deepen their appreciation of different genres and authors over time.

In EYFS and Key Stage 1, pupils are given opportunities to vote for the texts they would like to share, fostering engagement, ownership and enjoyment. This supports the development of positive reading habits and encourages a sense of belonging within the reading community.

Collaborative discussion is central to reading lessons. Pupils are encouraged to share ideas, reflect on texts and learn from one another in a supportive environment. Teachers model reading skills and provide scaffolding to build confidence, gradually promoting independence and deeper thinking.

Assessment is ongoing and formative, informing teaching and ensuring all pupils make progress. Retrieval practice and revisiting texts support fluency and long-term understanding, enabling pupils to build secure reading skills over time.

## Impact

The impact of our Reading curriculum is that pupils develop a genuine love of reading and a strong enthusiasm for books. They demonstrate curiosity about a wide range of texts and show appreciation for different authors, genres and cultures.

Pupils make clear progress in their reading skills over time. They read with increasing fluency, accuracy and expression, and are able to understand and

respond to texts with growing confidence. They develop strong comprehension skills, enabling them to interpret, analyse and discuss what they read.

Children develop confidence in sharing their ideas about texts, engaging in discussion and expressing their opinions thoughtfully. They reflect on what they read, make meaningful connections and consider different viewpoints within a supportive and inclusive environment.

Pupils leave primary school with a secure foundation in reading, including strong decoding, fluency and comprehension skills. They are well-prepared for the next stage of their education and are able to access and enjoy a wide range of texts independently.

Beyond academic outcomes, pupils develop as reflective, empathetic and informed individuals. They demonstrate an understanding of diversity and show respect for others' experiences and perspectives. They recognise the value of reading in understanding the world and are equipped with the knowledge, skills and enthusiasm to continue their reading journey beyond primary school.