



ST MICHAEL'S C OF E PRIMARY SCHOOL

Reading across our school

Courage to flourish in the love of God



OUR VISION FOR READING

Read fluently • Understand deeply • Read for pleasure

Confident, knowledgeable readers who choose to read, learn and flourish.



Readers for life,
rooted in Christian
values.

READING LESSONS | Understand the text and discuss its meaning

Ready Steady Read Together • Years 2–6 • ambitious texts • accessible to all



I DO: model fluent reading and make thinking visible.
WE DO: read, discuss and build understanding together.
YOU DO: apply learning with increasing independence.

Explain vocabulary and relevant knowledge.
Connect ideas; justify thinking with evidence.
Adapt support and deepen the challenge.



READING FLUENCY



Little Wandle phonics secures accurate decoding. Matched decodable books and rereading build automaticity.

Year 2: Little Wandle Fluency bridges learning to read and reading to learn.

Teacher modelling, echo and choral reading develop pace, phrasing and expression.

READING COMPREHENSION



Build a coherent understanding of each text through vocabulary, background knowledge, teacher explanation and rich discussion.

Model thinking; connect ideas; infer, predict and summarise where these help make meaning.

Read, think, discuss and respond using evidence.

READING FOR PLEASURE



Daily protected class read-alouds and time for children to choose and enjoy books.

100 recommended reads for each phase; inviting reading nooks, class and key-stage libraries.

A pleasure-reading book for every child, book talk, recommendations and termly visits to Bartley Green Library.

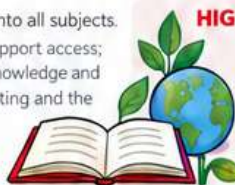
READING AT THE HEART OF OUR CURRICULUM



Reading opportunities are woven into all subjects.

Model, echo and choral read to support access; teach subject vocabulary, build knowledge and connect ideas across reading, writing and the wider curriculum.

HIGH-QUALITY, DIVERSE TEXTS



Fiction, non-fiction and poetry; varied authors, cultures, experiences and viewpoints. Carefully sequenced texts broaden knowledge and grow in challenge.

ADAPT AND CHALLENGE



Maintain ambition for all, including SEND and EAL pupils. Use chunked texts, visuals, sentence stems, partner talk and oral responses. Deepen thinking through precise evidence and comparison.

OUR READING JOURNEY | Nursery to Year 6

NURSERY



Stories, songs and rhymes.

Book handling, talk, sounds and oral blending.

RECEPTION



Daily Little Wandle: Phases 2–4.

Matched books; reread, retell and discuss.

YEAR 1



Secure Phase 5 phonics.

Build automaticity and expression; explain simple inferences.

YEAR 2



Little Wandle Fluency ×3; shared reading ×2 weekly.

Read accurately; discuss meaning and evidence.

YEAR 3



Build fluency and vocabulary.

Summarise, infer and explain thinking using evidence.

YEAR 4



Increase stamina and expression.

Compare ideas; justify inferences and explore language choices.

YEAR 5



Read more complex texts.

Combine information; explore viewpoint, fact and opinion.

YEAR 6



Read independently across subjects.

Evaluate viewpoints, compare texts and justify interpretations.

← Increasing fluency, knowledge, vocabulary and independence • enjoyment and discussion at every stage →

ASSESS → RESPOND → REVIEW | Close gaps early



IDENTIFY AND RESPOND

Use daily assessment, phonics checks, Salford Reading Assessments and shared-reading assessments to identify need. Provide daily Keep-Up, Rapid Catch-Up and targeted fluency support as appropriate.



DAILY SUPPORT FOR THE LOWEST 20%

Read with a trained adult every day, using accurately matched texts. Record progress and revisit learning. Review through half-termly Salford assessments and pupil progress meetings; adapt support promptly.



IN EVERY CLASS: explicit teaching • purposeful talk • responsive support • ambitious texts

Children become fluent readers who understand, enjoy and choose books.

