

Vision for Reading

At St-Ann's, we believe that early reading is the foundation of all learning, and we are committed to developing fluent, confident, and enthusiastic readers across the primary phase. From the moment children enter our school, reading is at the heart of our curriculum, and we prioritise it as a key skill that unlocks access to the wider world.

We ensure that every child receives a strong start in reading by delivering a high-quality, systematic synthetic phonics program that builds their ability to decode and blend sounds. This approach is carefully structured to ensure all children progress at a pace appropriate to their development, allowing them to become confident readers by the end of Key Stage 1.

As children move through the primary phase, we focus on deepening their comprehension skills, widening their vocabulary, and fostering a lifelong love of reading. Through exposure to a diverse range of texts, genres, and authors, we nurture curiosity, imagination, and critical thinking. Our aim is for every child to leave our school as a fluent reader who not only understands and interprets what they read but also enjoys reading for pleasure and personal growth.

We are committed to ensuring that all pupils, regardless of their starting points, are supported and challenged to become successful readers. This includes providing targeted interventions for those who need extra help, as well as creating a rich, book-centered environment where reading is celebrated and enjoyed by all.

Through a collaborative partnership with parents, and a shared passion for literacy across the school, we strive to inspire a generation of readers who are ready to succeed both in school and beyond.

Reading Intent

Our intent is to provide a rigorous, structured reading curriculum that ensures all children, from the early years to Year 6, develop the skills, fluency, and comprehension needed to become confident readers. Through a systematic phonics program in EYFS and Key Stage 1, we build a strong foundation in decoding, blending, and early comprehension. As children progress into Key Stage 2, we deepen their understanding through exposure to diverse texts, genres, and critical thinking exercises. Our goal is to ensure every child makes measurable progress in their reading ability, and to foster a love of reading that extends beyond the classroom. We are committed to supporting all learners, providing targeted interventions where needed, and cultivating an inclusive, vibrant reading culture that values books as a gateway to knowledge and imagination.

Key Components of our Reading Intent

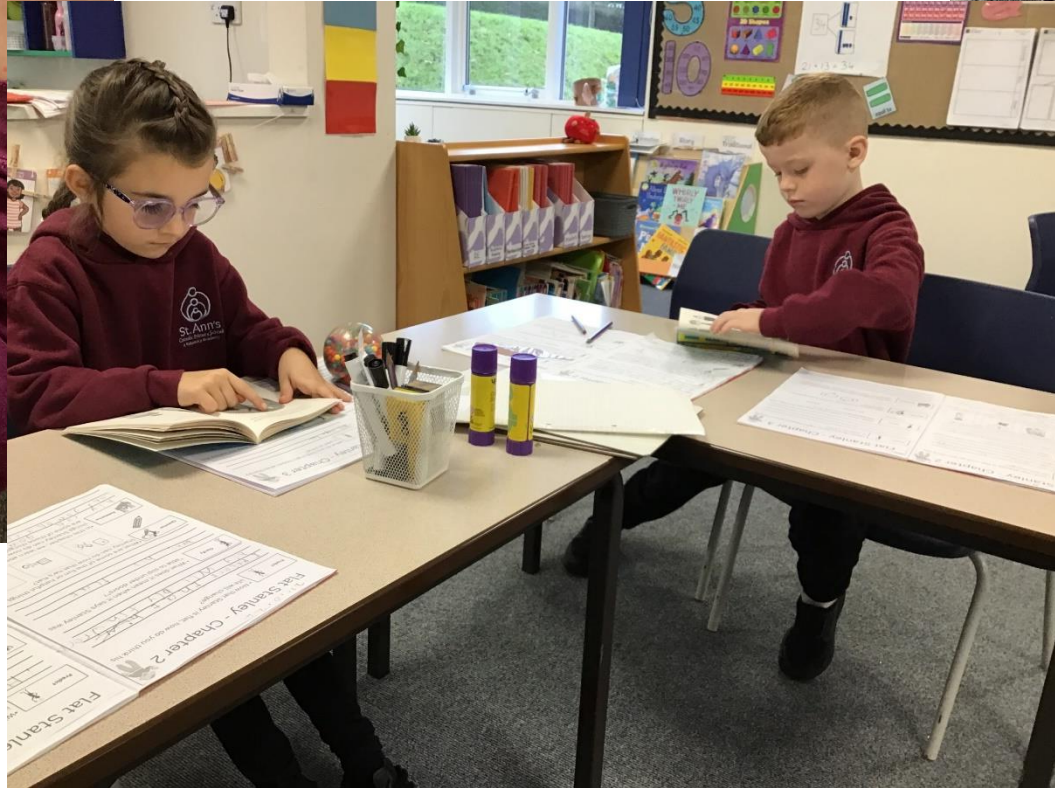
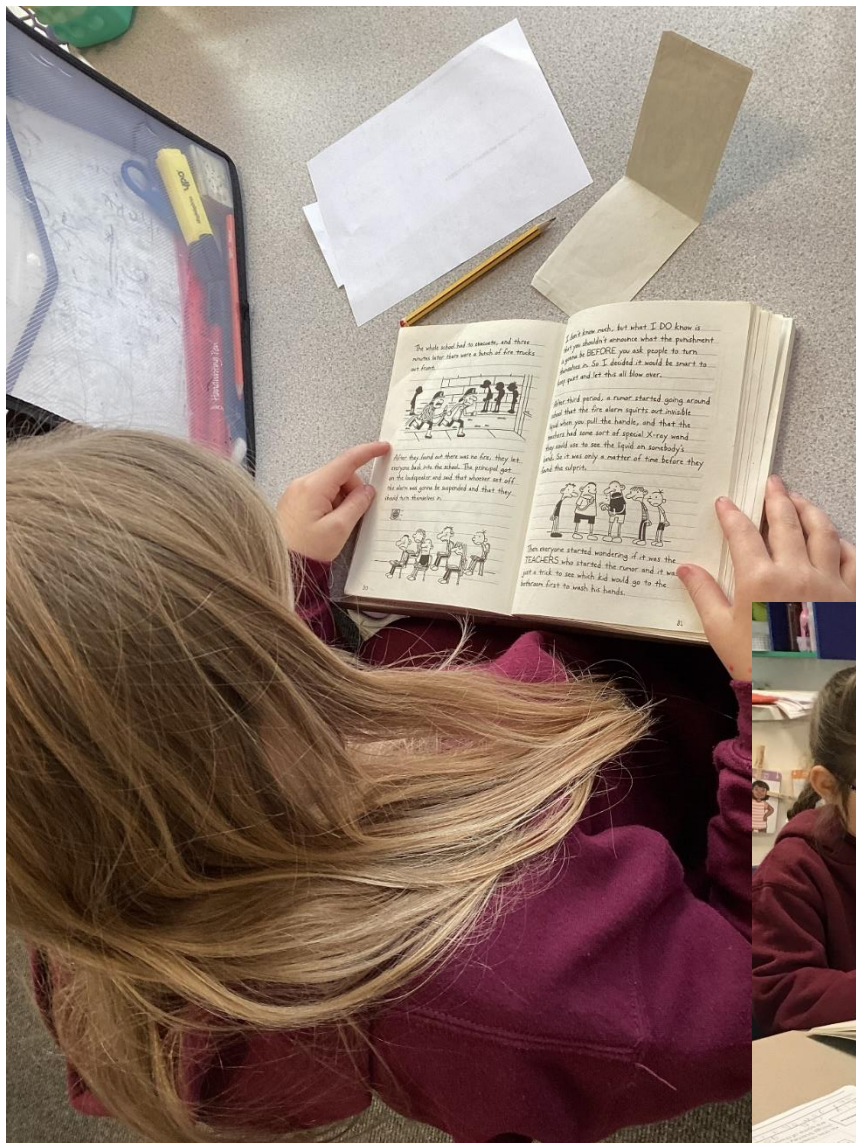
1. Early Foundations (EYFS): In the Early Years Foundation Stage (EYFS), we introduce children to the world of reading through systematic synthetic phonics instruction, interactive storytelling, and language-rich activities. Our goal is to build strong foundations in phonics, enabling children to decode and blend sounds effectively, while instilling in them a curiosity and love for books. Through play-based learning, children are given opportunities to explore a range of texts, building both their confidence and interest in reading.

2. Building Fluency and Comprehension (Key Stage 1): As children transition into Key Stage 1, our primary focus is on developing reading fluency and comprehension skills. Through daily phonics lessons and exposure to a variety of texts, we aim to ensure every child can read accurately and with increasing speed. We also develop comprehension through guided reading, questioning, and discussion, helping children to make sense of texts and relate them to their own experiences. Our structured phonics program ensures that no child is left behind, and interventions are in place for those who need additional support.

3. Widening Reading Experiences (Key Stage 2): In Key Stage 2, we broaden our pupils' reading experiences by introducing them to a diverse range of texts and genres. We aim to deepen their understanding of literature and non-fiction through critical analysis, discussion, and independent reading opportunities. Our reading curriculum encourages pupils to engage with complex texts, make inferences, and analyze authorial intent. We also focus on promoting a love for reading by offering choice and encouraging children to explore different types of literature through book clubs, literature circles, and guided discussions.

4. Inclusive Reading Support: We are committed to ensuring that every child, regardless of their background or ability, becomes a successful reader. For those who need additional help, we provide targeted interventions, including small-group phonics sessions, one-to-one support, and tailored reading programs. We closely monitor progress and adjust instruction to meet the needs of each learner, ensuring all pupils are given the opportunity to thrive as readers.

5. Cultivating a Love of Reading: We believe that reading should be a joyful and enriching experience. Our curriculum is designed not only to teach children how to read but also to nurture a lifelong love of books. We promote reading for pleasure through a range of initiatives, including reading challenges, author visits, and family engagement events. By creating a positive and supportive reading environment, we encourage children to see reading as a valuable and enjoyable skill that enriches their lives.



Reading Outcomes

Our intent is for all children to leave St. Ann's as confident, fluent readers who have a strong understanding of what they read and can engage with texts critically.

By the end of Key Stage 2, we expect our pupils to:

- Read fluently with good comprehension.
- Enjoy reading independently for pleasure and information.
- Be able to analyse, interpret, and evaluate a range of texts.
- Apply their reading skills across all areas of the curriculum.

Through careful planning, targeted support, and a rich reading culture, we ensure that reading remains at the heart of our curriculum, equipping all children with the skills they need to succeed both academically and in their future lives.

Reading Progression Statement

At St. Ann's, our reading curriculum is designed to ensure a clear and structured progression in reading skills from the early years through to the end of Key Stage 2. We provide a carefully sequenced approach that builds on prior learning and develops increasingly complex reading abilities, ensuring that all children, including disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND), make consistent progress.

Early Reading (EYFS and Key Stage 1):

In the Early Years Foundation Stage (EYFS) and Key Stage 1, we focus on building a strong foundation in phonics through a systematic synthetic phonics program. Children are taught to decode and blend sounds, with a particular emphasis on accuracy and fluency. Alongside this, we develop a love for stories and language, encouraging children to engage with a variety of texts that stimulate their imagination and curiosity.

Our curriculum ensures that all children, regardless of their starting point, are provided with the necessary support to achieve reading milestones. For those who need additional help, we provide targeted interventions to ensure they can master essential early reading skills.

Developing Fluency and Comprehension (Key Stage 2):

As children transition into Key Stage 2, we build on the phonics foundations to enhance fluency, comprehension, and critical thinking skills. Pupils are introduced to increasingly complex texts, including fiction, non-fiction, and poetry. They are taught to infer meaning, interpret language, and evaluate the author's intent, fostering higher-order reading skills. Our guided reading sessions provide opportunities for collaborative discussion, deepening pupils' understanding of what they read.

To support all learners, including disadvantaged pupils and those with SEND, we adapt and differentiate our teaching. This includes scaffolding activities, one-to-one or small group interventions, and access to tailored resources, ensuring that each child can engage with and progress in reading at their own pace.

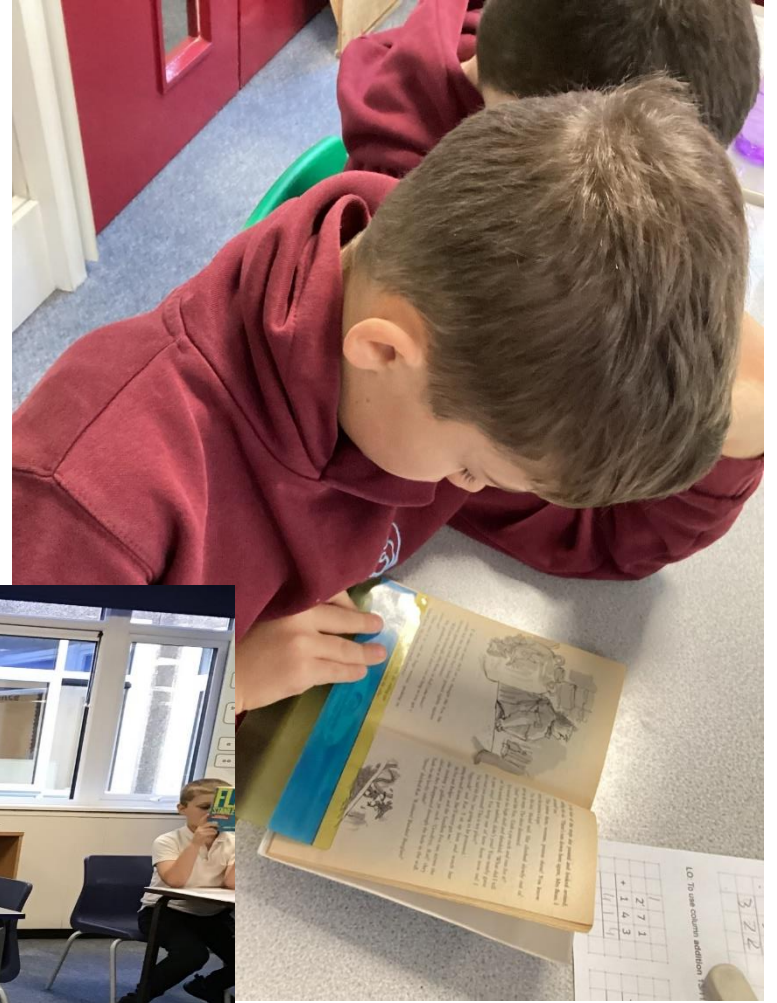
Tracking Progress:

We have a robust system for tracking reading progress across all year groups. Regular assessments inform our teaching, helping us to identify children who may be falling behind and providing timely interventions to help them catch up. For our pupils with SEND, we work closely with specialist staff to ensure that individualized reading targets are set and progress is monitored.

Ensuring Equity in Reading Progression:

Our reading curriculum is inclusive, ensuring that every child has the opportunity to achieve success. We are committed to closing the attainment gap for disadvantaged pupils by offering high-quality teaching, targeted interventions, and enriched reading experiences. For those with SEND, we provide personalized support plans to ensure they make progress in line with their peers.

By the end of Key Stage 2, our goal is for all children to be fluent, confident readers who can engage with a range of complex texts, and apply their reading skills across the curriculum, preparing them for future academic success and lifelong learning.



Implementation of Early reading (EYFS & KS1)

At St. Ann's, we follow the **Read Write INC** phonics program, a rigorous and highly structured scheme that is fully aligned with the government's guidelines for the teaching of phonics. This program provides a systematic synthetic approach to phonics instruction, ensuring that children learn to decode and blend sounds efficiently.

The program is structured into clearly defined phases that introduce new sounds (phonemes) and grapheme-phoneme correspondences progressively. It builds on prior knowledge and helps children develop the skills needed to become fluent readers by the end of Key Stage 1.

Our staff receive regular training to ensure high-quality phonics teaching, ensuring consistency and fidelity to the program across all classes.

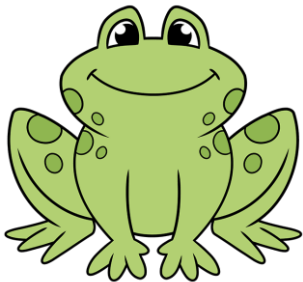
Daily Phonics Session

We deliver **daily phonics sessions** across EYFS and Key Stage 1, each lasting 20 to 30 minutes. These lessons are fast-paced and interactive, with a focus on practicing the blending and segmenting of sounds to read and write words.

The lessons are structured in a four-part format:

- 1.Review** of previously learned sounds.
- 2.Introduction** of a new sound or grapheme-phoneme correspondence.
- 3.Practice** through blending sounds in words and segmenting words into individual sounds.
- 4.Application**, where children apply their learning in reading decodable texts.

Lessons are differentiated to meet the needs of all learners. Children are grouped according to their stage of reading development, ensuring that each child receives targeted instruction. This allows for appropriate challenge and support, so that pupils who need more practice can consolidate their learning, while confident readers can progress swiftly.



Use of Decodable Books

We use **decodable books** that are precisely matched to each child's current phonics level. These books contain words made up of sounds the child has already learned, allowing them to successfully apply their blending and segmenting skills when reading. This ensures that children experience reading success and build confidence, as they are only presented with texts they can decode independently.

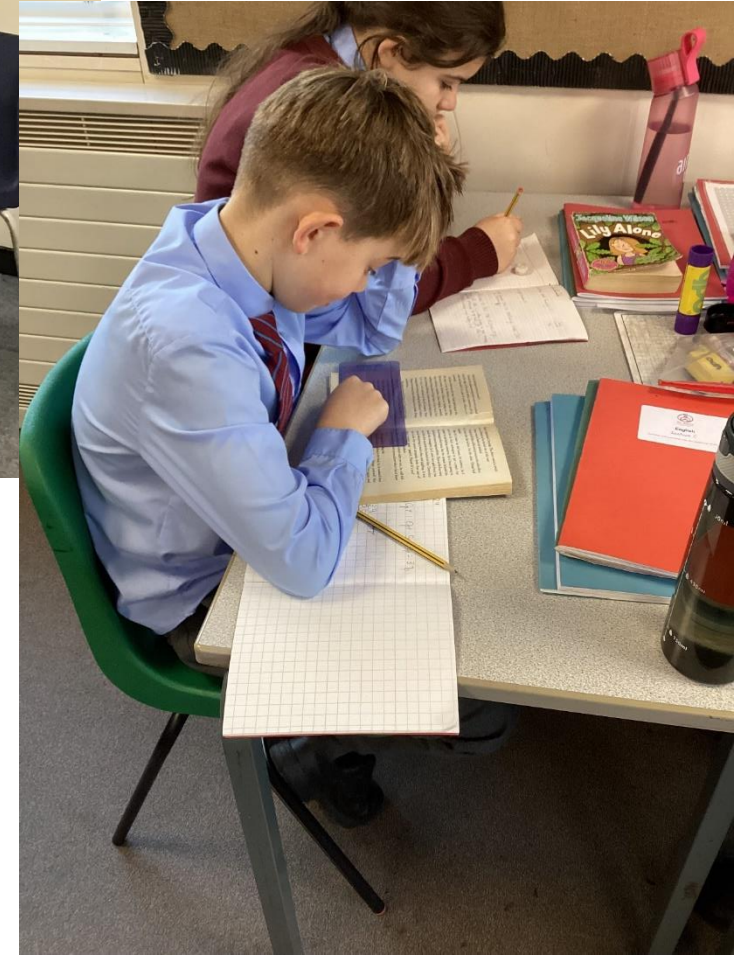
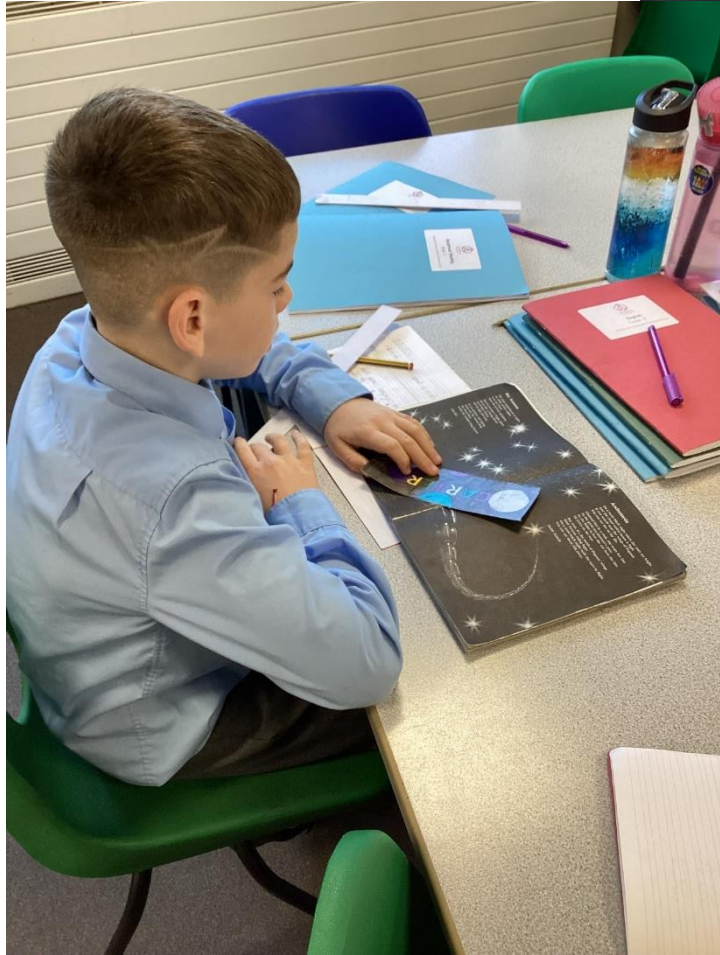
These decodable books are used during **guided reading sessions in class** where teachers support children in applying their phonics skills in context. In addition, books are sent home regularly for practice, allowing parents to reinforce learning and provide additional reading practice outside of school. This home-school partnership is vital in helping children master early reading skills, and we provide guidance to parents on how to support reading at home.

The structured approach of using decodable books ensures that children make steady progress in their reading fluency, and it provides regular opportunities for them to apply what they have learned in phonics lessons to real reading situations. By using these books in class and at home, we reinforce essential reading skills and ensure that every child is well supported in their journey to becoming a confident, fluent reader.



Reading Comprehension Development

At St. Ann's, developing strong comprehension skills is a key part of our reading curriculum in both Key Stage 1 and Key Stage 2. We use a variety of strategies to ensure that children not only learn to decode words but also understand, interpret, and analyse texts in increasing depth as they move through the primary phase.



Comprehension Strategies in Key Stage One

In Key Stage 1, we focus on teaching children to engage with texts through structured questioning and active reading strategies. Pupils are taught to:

- **Ask and answer questions** about the text to build understanding.
- **Make predictions** based on clues within the text.
- **Summarise** simple stories or information to clarify main ideas.
- **Make inferences**, helping them "read between the lines" by using evidence from the text to understand characters' feelings, motives, and actions.

Through Reciprocal Reading sessions and whole-class discussions, children are encouraged to talk about texts, making connections to their own experiences. which fosters collaborative learning and deepens their understanding.

Comprehension Strategies in Key Stage Two

As children move into Key Stage 2, we build on these skills by teaching them to engage with more complex texts and to analyse deeper meanings. Pupils continue to develop the ability to:

- **Infer meaning** from context and use textual evidence to justify their responses.
- **Summarise** longer texts, focusing on identifying main ideas and key details.
- **Predict** outcomes based on their understanding of plot and character development.
- **Analyse** authors' language choices and explore themes, characters, and settings in more detail.

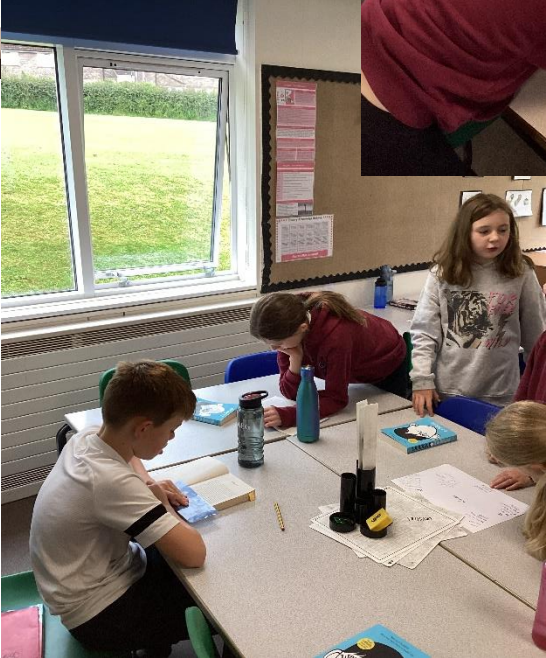
Reciprocal reading continues in Key Stage 2, with pupils taking greater ownership of the discussion and applying the strategies they have learned to independently explore texts.

These sessions enhance pupils' critical thinking and ability to interpret texts from different perspectives, preparing them for deeper literary analysis in later years.

Book sampling in Year 5/6



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Cross – Curricular Reading

At St. Ann's, we believe that reading is fundamental to learning across the curriculum. We integrate reading into all subjects, encouraging children to apply their reading skills to deepen their understanding of topics in **history, science, geography**, and beyond.

For example:

- In **history**, pupils might read primary sources such as letters or speeches, as well as historical fiction to gain a deeper understanding of a time period.
- In **science**, pupils read informational texts about life cycles, space exploration, or famous scientists, fostering their ability to extract key information from non-fiction sources.
- In **geography**, they may analyse maps, read reports on climate change, or explore travelogues and descriptive passages about different parts of the world.

Through daily reciprocal reading sessions, we also incorporate texts from various subject areas, ensuring that reading is not confined to English lessons but becomes a key tool for inquiry and learning across all subjects.

This cross-curricular approach helps children see the value of reading beyond literature, allowing them to develop a holistic understanding of how reading can support their knowledge.



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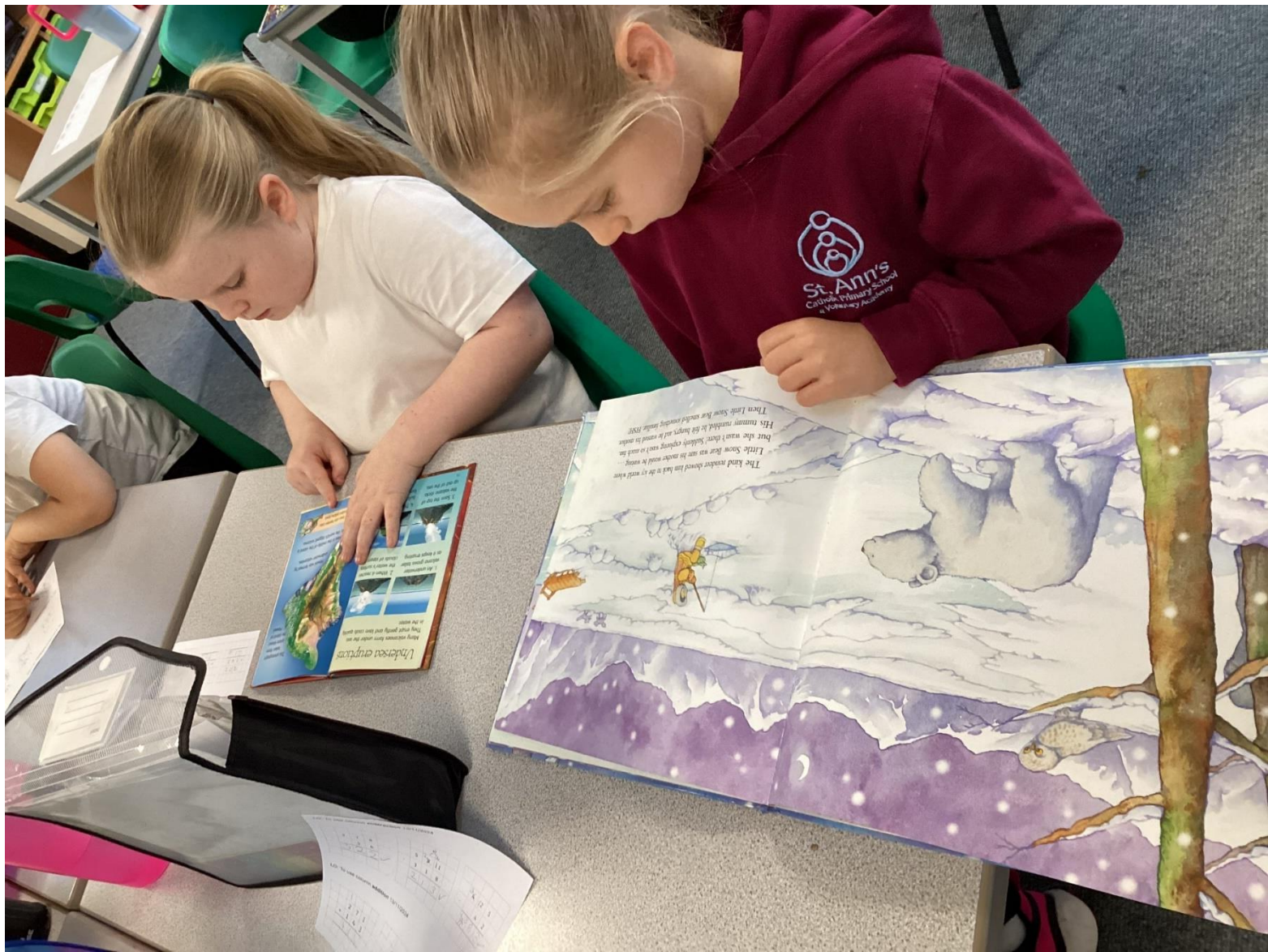


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Promoting a Love of Reading at St Ann's

At St. Ann's, fostering a love of reading is at the heart of our school ethos. We are dedicated to creating an environment where reading is celebrated, enjoyed, and embraced by all pupils. Through a variety of initiatives, events, and partnerships, we aim to ensure that children develop a lifelong passion for reading both in school and at home.



To nurture a love of reading, we provide:

- **Reading corners** in every classroom, featuring a variety of books that cater to different interests and reading levels. These inviting spaces encourage independent reading and exploration.
- **Daily storytime sessions**, where teachers share a range of engaging and diverse stories, fostering a sense of excitement around books.
- **The Reading Army**, a group of trained pupils who manage our vibrant school library, promoting peer-led reading initiatives and recommending books to their classmates. The library is open daily and offers access to a wide selection of books for all age groups.







Reading Celebrations and Events:

We celebrate reading throughout the year with special events and activities, including:

- **World Book Day**, where children and staff dress up as their favorite characters and take part in reading challenges and fun activities.
- **Reading challenges**, where pupils set personal reading goals and receive rewards for their achievements, encouraging a sense of accomplishment and motivation to read.
- **Author visits** and virtual book talks, which give pupils the opportunity to meet authors, learn about the writing process, and be inspired by real-life storytellers.







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Home-School Reading Partnership

We understand the importance of working in partnership with parents to support reading at home. Our initiatives include:

- **Home reading books** that are carefully matched to each child's reading level, ensuring that they can practice their skills with confidence.
- **Reading logs**, where parents and children can record reading sessions, encouraging regular reading habits and communication between home and school.
- **Parent workshops** on early reading, phonics, and reading strategies, providing families with the tools and knowledge to support their child's reading journey at home.

By creating a culture where reading is celebrated both in and out of the classroom, and by offering diverse and engaging reading opportunities, we aim to instill a lifelong love of reading in every pupil at St. Ann's.

Reading Environments and Resources

At St. Ann's, we believe that creating a rich and engaging reading environment is essential for fostering a love of reading. Our classrooms and school spaces are thoughtfully designed to inspire pupils to explore, discover, and enjoy books across all genres and subjects.

We strive to provide a variety of resources and learning spaces that encourage reading for pleasure and support curriculum learning.



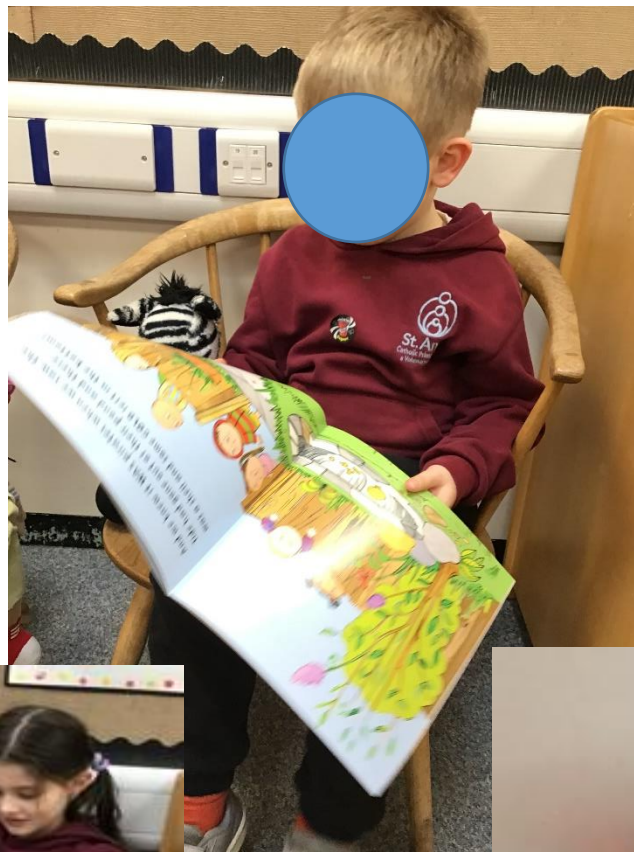
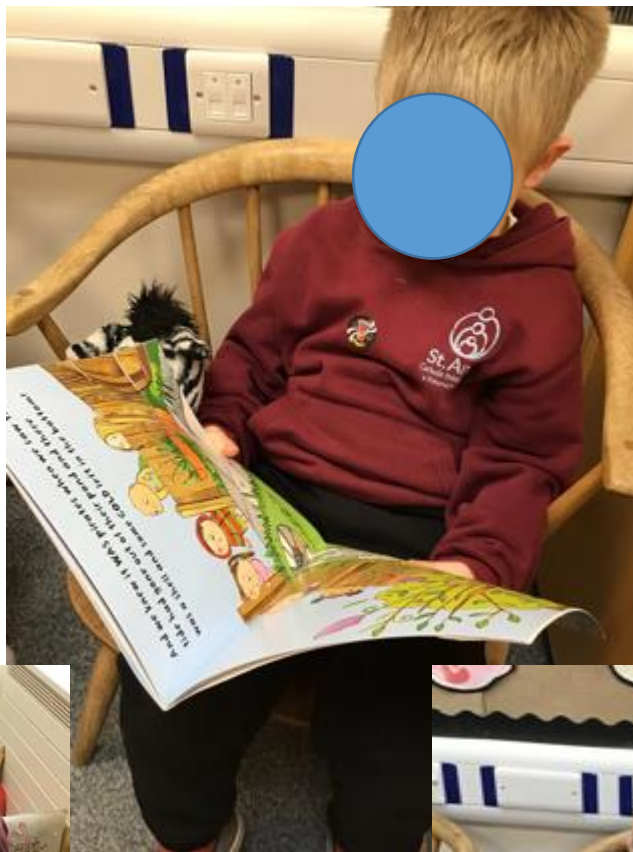
Classroom Libraries and Book Corners:

Each classroom at St. Ann's features a carefully curated **book corner** designed to provide a cosy, inviting space for pupils to engage with a wide selection of books.

These areas are stocked with a range of reading materials that cater to diverse interests, from picture books and early readers to chapter books and non-fiction texts.

The book corners are designed with comfort in mind, featuring soft seating, cushions, and shelves that make the space welcoming and accessible for all children.

- **Reading corners** encourage independent reading, with children choosing books based on their interests and reading levels.
- **Classroom libraries** are regularly updated to reflect pupils' preferences, seasonal themes, and key curricular topics, allowing for both pleasure reading and curriculum-linked exploration.

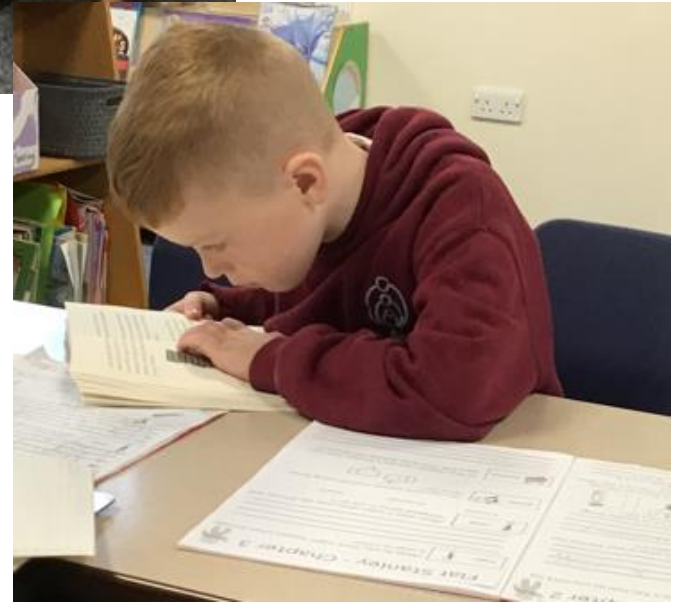


School Library

Our **school library** is the heart of our reading culture.

Managed by the **Reading Army**, a group of enthusiastic pupils who help recommend and organise books, the library offers a wide selection of resources that cater to all ages and interests. The library is an exciting space where pupils can browse a diverse range of texts, including:

- Fiction, non-fiction, and poetry books spanning various genres, from adventure stories to informational texts.
- Resources to support cross-curricular learning, including books related to history, science, and the arts, to encourage pupils to make connections between reading and their broader studies.



Impact and Outcomes

At St. Ann's, we are deeply committed to ensuring that every pupil becomes a confident, fluent reader. We use data and evidence to track our pupils' progress, identify gaps in learning, and measure the impact of our phonics and reading programs. We are proud of the achievements our pupils have made and continually strive to close gaps, particularly for disadvantaged pupils and those with additional learning needs.