



Reading Curriculum Statement



At Fixby J&I School, all our pupils come to school to be happy, to be safe and to learn. This is the principle that has inspired the Fixby Curriculum.



INTENT

At Fixby Junior and Infant School, we believe that teaching reading is integral to a child’s understanding and appreciation of the world around them. Our reading curriculum aims to foster a lifelong love of reading, developing the vocabulary necessary for effective self-expression and allowing children to share in cultural experiences. We strive to cultivate discerning readers who read frequently and widely, using self-regulation strategies and engaging in discussions about what they read. Reading underpins many aspects of learning, so our curriculum encourages engagement with key texts and media across all subjects, promoting exploration of a variety of authors and cultures to develop thoughtful, generous, and caring individuals within our Fixby ethos and values.



Aims

The National Curriculum for Reading (2014) aims to ensure that all pupils:

Implementing an outstanding reading curriculum requires a comprehensive approach that embeds reading across all aspects of school life. This includes dedicated reading lessons, daily story time, reading interventions, and cross-curricular experiences.

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

IMPLEMENTATION

The curriculum at Fixby Junior and Infant School is delivered through a structured approach that includes synthetic phonics using the Essential Letters and Sounds programme (ELS), whole-class reading, home reading, reading across the curriculum, regular opportunities for independent reading and daily exposure to quality text read aloud.

Following the National Curriculum, we ensure that children achieve age-appropriate attainment while challenging them to reach their full potential. Emphasising statutory requirements, we focus on word reading and comprehension through listening and reading texts. We create a reading culture by providing access to high-quality texts, fostering explicit comprehension skills, and offering a range of literary genres.

Key strategies include:

- **High-Quality Texts:** Selecting engaging and diverse texts that reflect pupils' interests and abilities.
- **Explicit Instruction:** Providing systematic instruction in phonics, fluency, vocabulary, and comprehension.
- **Reading for Pleasure:** Promoting enjoyment through access to books, book clubs, reading ambassadors
- **Assessment and Feedback:** Formative assessment to track progress and provide tailored interventions.
- **Parental Engagement:** Involving parents in fostering a reading culture at home.

Reading in EYFS

Reading is prioritised early in the Fixby Junior and Infant School. Children engage in speaking and listening activities through storytelling, shared reading, role-play, and continuous provision. The Essential Letters and Sounds phonics scheme from Phase 1 to 5 is incorporated, with opportunities for story retelling and reading aloud to adults. Discrete whole-class phonics lessons are taught to all children, daily in Reception to ensure that learning is embedded, flashcards and reading opportunities continue throughout the day and additional phonics teaching is given to identified children. When children are independent blenders, they can take a reading book home. Each week children will read their reading book in school with an adult three times a week. Reading books are selected by the teacher to match the sounds that children know or need to work on. This approach ensures that books support the children to progress.

Year 1

In Year 1, children continue phonics development from Reception, progressing to alternative sounds within Phase 5 of the ELS programme. Additional support is provided for pupils needing extra assistance, with a 1:1 reading session to enhance fluency and comprehension.

Reading in Year 2 and KS2

Building on early reading experiences, the school follows a consistent 7-stage teaching sequence from Year 2 to Year 6 to enhance independence, word-level knowledge, fluency, and comprehension.

The rigorous teaching approach includes stages such as:

- Activating prior knowledge

- Reading fluency development
- Deepening understanding through exploration
- Strategies for breakdown and repair of unknown words
- Delving into themes and characters
- Comprehension questions
- Summarisation.

Individual assessments are completed for all children every half term. Teachers use this information to monitor progress and to plan for necessary interventions to ensure that all children move forwards.

At Fixby Junior and Infant School, our reading provision has a reflective impact on our pupils. It aims to develop a lifelong enjoyment of reading and achieve fluency and comprehension. Students apply structured phonics knowledge and read confidently across subjects. They also expand their linguistic awareness by engaging with diverse texts, enhancing their emotional intelligence, and preparing for secondary education with confidence.

Our meticulous training ensures that staff deliver the 7-stage teaching sequence effectively, using assessment data to address individual learning gaps and provide high-quality instruction daily to support ongoing progress and consolidation.

By instilling a love of reading, nurturing creativity, promoting independence, and fostering rich subject knowledge, we empower our pupils to thrive as enthusiastic and competent readers in a diverse world.

IMPACT

At Fixby, we value the importance of developing pupils' knowledge together with their skills: this is what develops deep understanding and results in good progress.

Formative assessment is fundamental in assessing pupils' knowledge, skills and understanding. Opportunities for pupils to recall what they have learnt are woven into all lessons, through effective questioning, carefully designed lessons and discussions. Analysis of observations and pupils' outcomes are used in lessons to identify misconceptions and address gaps in learning.

At the end of each term pupils are assessed using Cornerstones assessments. This allows us to monitor pupils' journeys through history and track their progress and plan for next steps.

The outcomes of summative assessments are implemented into future planning.

The impact of Reading is assessed through the following methods:

- Monitoring by subject leader and link Governors, including
 - Planning scrutiny
 - Work Scrutinies
 - Pupil interviews
 - Data analysis