Newhall Junior School

Reading

Intent

At Newhall Junior School, we believe that reading is the key to unlocking learning and broadening horizons. Our reading curriculum is ambitious, inclusive and designed to ensure that every child becomes a fluent, confident and enthusiastic reader who is well prepared for the next stage of their education and lifelong learning.

We aim to:

- Develop fluent, accurate and confident readers who can access and enjoy a wide range of texts.
- Build pupils' vocabulary, language comprehension and communication skills.
- Foster a lifelong love of reading through rich and engaging reading experiences.
- Expose pupils to high-quality fiction, non-fiction and poetry from a diverse range of authors, cultures and perspectives.
- Develop critical thinking through discussion, interpretation and evaluation of texts.
- Ensure all pupils, including those with SEND and disadvantaged pupils, can access, participate in and succeed within the reading curriculum.
- Broaden cultural capital by enabling pupils to explore different communities, experiences, ideas and viewpoints through literature.

Our curriculum is built around the two key dimensions of reading: word reading and language comprehension. Through carefully planned teaching, pupils develop the knowledge, skills and vocabulary needed to understand increasingly complex texts, whilst building the confidence to read independently for both purpose and pleasure.

We recognise the powerful role reading plays in supporting wellbeing, empathy and personal development. Through exposure to high-quality literature, pupils develop a deeper understanding of themselves and others, explore different perspectives and cultures, and build the knowledge required to thrive in modern Britain and beyond.

Implementation

Reading is taught through a carefully sequenced and knowledge-rich curriculum that develops fluency, vocabulary, language comprehension and a love of reading. Learning is designed to build progressively on prior knowledge, ensuring pupils develop the skills needed to access increasingly complex texts whilst fostering confidence and enjoyment as readers.

Key features of our curriculum include:

- Daily whole-class reading lessons using high-quality fiction, non-fiction and poetry.
- Explicit teaching of vocabulary, retrieval, inference, prediction, explanation and summarising.
- Structured opportunities for discussion, reasoning and oral language development.
- Echo reading and choral reading to develop fluency, expression and reading confidence.
- Carefully selected core texts that support reading, writing and wider curriculum learning.
- Adaptive teaching to ensure all pupils, including those with SEND and disadvantaged pupils, can access and succeed within the curriculum.
- Regular retrieval practice to strengthen understanding and long-term retention.

Oracy is a central part of our reading curriculum. Teachers model high-quality spoken language and provide opportunities for pupils to discuss texts in pairs, groups and whole-class settings. Pupils are encouraged to justify opinions, build upon the ideas of others and use ambitious vocabulary when responding to texts.

To develop fluency and prosody, teachers use echo reading, where pupils repeat sections of text modelled by the teacher, and choral reading, where pupils read together to improve pace, expression and accuracy. Modelled reading enables pupils to hear fluent reading and supports their understanding of intonation, punctuation and meaning.

Where classes are studying poems, picture books or texts of varying length, teachers adapt the weekly structure to maximise opportunities for exploration and discussion. Each week begins with a teacher-led model read of the text before pupils read independently. Opportunities are taken throughout lessons to explore unfamiliar vocabulary, using contextual clues and discussion to deepen understanding. Key sentences and passages are revisited to develop fluency and examine how authors have crafted language for effect.

Vocabulary development is a key aspect of reading lessons. Pupils are introduced to new and previously encountered words through explicit teaching, discussion and repeated application. Regular scanning activities help children locate information quickly and efficiently within texts.

Reading is embedded across the wider curriculum through carefully chosen texts that support learning in subjects such as History, Geography, Science and Religious Education. Opportunities for reading for pleasure are prioritised through regular library visits, independent reading time and daily class read-aloud sessions, exposing pupils to a rich range of authors, genres and perspectives.

Accelerated Reader

To further develop reading fluency, comprehension and reading for pleasure, pupils participate in the Accelerated Reader programme. Assessments are completed regularly throughout the year to identify each pupil's reading level and appropriate book range. Pupils are encouraged to select books that both match their reading ability and reflect their personal interests, promoting independence and engagement with reading.

After completing a book, pupils take an online comprehension quiz to assess their understanding of the text. Quiz outcomes help pupils, teachers and parents to monitor reading progress, celebrate success and identify areas for development. The programme motivates pupils to read regularly, develop reading stamina and gain confidence as readers.

Reading achievement is celebrated through class updates, reading challenges and themed competitions, helping to create a positive reading culture across the school. Alongside our well-stocked library, Accelerated Reader supports pupils in developing strong reading habits, increasing their enjoyment of books and fostering a lifelong love of reading.

Phonics

At Newhall Junior School, we recognise that secure phonics knowledge is fundamental to becoming a successful reader and writer. We are committed to ensuring that all pupils develop the decoding skills, fluency and confidence they need to access the wider curriculum and become independent, lifelong readers.

For pupils who require additional support beyond Key Stage 1, we build upon prior learning through the Little Wandle Catch-Up Programme, providing a systematic and structured approach to phonics teaching. This ensures that gaps in learning are identified and addressed quickly, enabling pupils to make strong progress from their individual starting points.

We aim to:

- Develop confident, accurate and fluent readers.

- Strengthen pupils' decoding, blending and word recognition skills.
- Ensure pupils can apply their phonics knowledge effectively in both reading and writing.
- Support all learners, including pupils with SEND and disadvantaged pupils, to achieve success.
- Foster confidence, independence and a positive attitude towards reading.

Through high-quality phonics teaching and targeted intervention, pupils develop the knowledge and skills required to access increasingly complex texts and participate fully in all areas of learning. By securing strong foundations in phonics, we enable pupils to grow as successful readers, writers and learners across the wider curriculum.

Impact

The impact of our Reading curriculum is reflected in pupils' progress, attainment and enjoyment of reading. Pupils develop enriched cultural capital through exposure to a wide range of high-quality texts, authors, genres and perspectives. Reading books, written responses and wider curriculum work showcase pupils' developing fluency, comprehension, vocabulary and critical thinking skills.

We are committed to ensuring that all pupils achieve well from their individual starting points. Through high-quality teaching, targeted support and carefully sequenced learning, gaps from Key Stage 1 are reduced, attainment for disadvantaged pupils continues to improve, and higher-attaining readers are challenged to reach their full potential. Pupils with SEND are supported effectively to access, participate in and succeed within the reading curriculum.

Children develop increasing confidence in discussing, analysing and responding to texts, applying their reading skills across the wider curriculum. They become enthusiastic readers who can recall and apply their learning, use ambitious vocabulary and make meaningful connections between texts and their own experiences.

By the end of Key Stage 2, pupils leave Newhall Junior School as fluent, confident and motivated readers who are well prepared for the demands of secondary education and who understand the value of reading for learning, enjoyment and lifelong success.

All children have access to the Reading curriculum in line with the school's Equality, SEND and Inclusion policies. Teachers provide appropriate challenge and support, respond to pupils' diverse learning, religious and cultural needs, and work to remove barriers to learning and assessment so that every pupil can achieve success.