



## Subject Report 2024-2025

<b>Subject</b>	Reading	<b>Report prepared by</b>	Fenella Holmes
----------------	---------	---------------------------	----------------

### Overview of the year:

3 key messages from the year (2025- 2026):

- Reading attainment needs to rise throughout the school
- Reading skills are revisited regularly through engaging activities
- Feedback is given regularly in reading so that pupils know how they can improve

The reading curriculum has been refined so that skills are taught explicitly and revisited regularly to ensure they are embedded. Key texts are under review to ensure they are high-quality, engaging and act as a mirror and a window: pupils can see themselves represented and are exposed to the wider world.

### Curriculum: Intent, implementation, Impact

#### Intent

It is our intent that all children are able to read fluently with good comprehension and developed vocabulary by the end of Key Stage 2 so that they are truly ready for their learning in secondary school and beyond. We foster a love of reading through exposing pupils to a wide variety of diverse texts that are 'windows and mirrors' to their own lives. It is our intent to develop a wide reading community that includes pupils, staff, parents and volunteers.

In reading, a Cambridge Pupil will leave with:

Key Skills	Qualities
Enthusiasm for reading Fluent reading Secure comprehension including: vocabulary, inference, prediction, explanation, sequencing and summarising. The ability to discuss and explain their opinions on what they have read.	Enthusiasm for reading Critical thinking Resilience Collaboration

#### Implementation

Reading is taught three times a week with units spanning two weeks (six lessons). Each unit is comprised of the following lessons:

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
<b>EYFS</b>	Little Wandle phonics and fluency programme					
<b>Y1</b>						
<b>Y2</b>						
<b>Y3</b>	1. Context or vocabulary 2. Fluency 3. Reading skills- discussion and drama 4. Reading skills 5. Comprehension 6. Feedback					
<b>Y4</b>						
<b>Y5</b>						
<b>Y6</b>						

Rationale for curriculum organisation:

Reading is taught whole class with whole class, group and individual tasks planned in. The reading units repeat in their structure (with different objectives) to ensure that skills are embedded. Pupils have the opportunity to revisit learning in order to develop mastery. Texts are carefully selected to compliment topics and be appropriately challenging.

#### Impact

The structure of reading has been in place since January 2025 so impact has not been fully felt yet.

<b>What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?</b>	<b>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</b>
---	---

<p>A feedback lesson is build in each week so that teachers have the opportunity to address whole class misconceptions and work with individuals who need support. Summative assessments measure attainment and progress in reading at the end of each term.</p>	<p>The subject lead attends core subject networks. The way that reading is taught is research informed. The Education Endowment Foundation English toolkit has been consulted when putting the sequence of learning together. The books by Christopher Such have been integral in developing the curriculum.</p>
<p><b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b></p>	<p><b>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</b></p>
<p>Key Questions:</p> <ol style="list-style-type: none"> <li>1. Which groups are not making expected progress?</li> <li>2. What support to teachers need when planning?</li> <li>3. Do text choices need to change to reflect the diverse school community?</li> </ol>	<p><u>Fundamental British Values</u> By ensuring that the key texts are diverse, Fundamental British Values will be promoted. Activities in reading lessons feature discussion and debate which encourages pupils to listen and respond to others' points of view.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u> A range of reading activities ensures that pupils are not just responding to written questions. This means that there are many opportunities to display the learning characteristics.</p> <p><u>Opportunities for Personal Development</u> World Book Day is used as a chance for pupils to explore different reading opportunities and show enthusiasm for reading.</p>