

Reading



Intent

At Grange Farm, we strive to foster a lifelong love of reading. We believe that the teaching of reading is fundamental to a child's understanding and appreciation of the world around them—a gateway that enables our children to see beyond their own experiences, share in diverse cultures, and develop the vocabulary they need to express themselves with confidence and precision.

Our reading curriculum is built upon synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, independent reading, and daily exposure to high-quality texts read aloud. Together, these components provide the breadth and depth of experience required to develop fluent, enthusiastic, and critical readers.

We use strategies that encourage children to make inferences, identify clues, and apply comprehension skills to understand texts at a deeper level. Reading is at the very heart of our curriculum; we aim not only to give children opportunities to read in English lessons but to immerse them in reading across all subjects. Through rich and meaningful discussions around texts, all children are encouraged to contribute, developing their confidence and ability to use reading to access every area of learning.

At Grange Farm, we want our pupils **to learn to read, to love to read, so they can read to learn.**

Implementation

The systematic teaching of phonics is a high priority throughout the Foundation Stage and Key Stage 1. We follow, with fidelity, the **Read Write Inc.** programme. Children participate in daily phonics sessions, grouped according to their stage of development rather than their age. Progress is regularly monitored, and gaps are swiftly identified to allow for targeted support. Following each assessment cycle, children are regrouped to ensure teaching remains precisely matched to need. Our aim is for children to **keep up, not catch up**; any identified gaps are addressed promptly through structured intervention activities.

At Key Stage 2, pupils engage with a wide range of high-quality fiction, poetry, and non-fiction texts. Children in Years 3 to 6 take part in daily whole-class reading sessions, carefully planned to ensure clear progression of skills. These lessons focus on developing fluency, comprehension, and critical thinking through the explicit teaching of age-appropriate reading skills.

Children are exposed to texts that both inspire and challenge, with ongoing dialogue between teachers and pupils promoting active engagement and personal response. Teachers use scaffolded questioning to deepen understanding and support higher-order thinking. New vocabulary is explicitly taught, discussed, and revisited to strengthen both word recognition and comprehension.

Impact

We strive to ensure that every child's attainment in reading meets or exceeds their individual potential, taking into account their varied starting points. Progress is tracked through book band

progression, written assessments, and ongoing observations within reading lessons and across the wider curriculum.

We aim for all children to access and enjoy challenging texts across all subjects, demonstrating good progress in line with year group expectations. Leaders ensure that National Curriculum objectives are taught effectively so that children can explore authorial intent, discuss and debate ideas confidently, and respond in writing to demonstrate their understanding.

By the end of Key Stage 2, most of our pupils will read with pace, fluency, and comprehension. They will have experienced a diverse range of authors, genres, and text types, equipping them with the skills and enthusiasm needed for success in the next stage of their education and for life beyond primary school.