



English Reading

We strive to ensure that all children become fluent, thoughtful readers who can engage with a wide range of texts. Our curriculum prioritises fluency and comprehension to reduce cognitive load and build reading stamina. Through rich texts and explicit teaching, pupils develop confidence, curiosity and critical thinking. Our approach is underpinned by research from the [DfE Reading Guidance](#), [EEF Guidance Report](#), [Ofsted's English Report](#) and [Strong Foundations](#).

Intent

We aim to:



Ensure all children become fluent, confident readers – at Holywell, we believe every child can engage with and enjoy texts that challenge, inspire and inform.

Encourage reading across the curriculum, enabling pupils to make meaningful connections between subjects, themes and real-world issues.

Develop thoughtful, independent readers who can read critically, express preferences and discuss texts with clarity and purpose.

Nurture a love of reading by providing access to diverse, high-quality texts and opportunities for pupils to read widely and for pleasure.

Prepare children for their next steps through a structured, inclusive curriculum underpinned by strong pedagogy, research and regular CPD for staff.

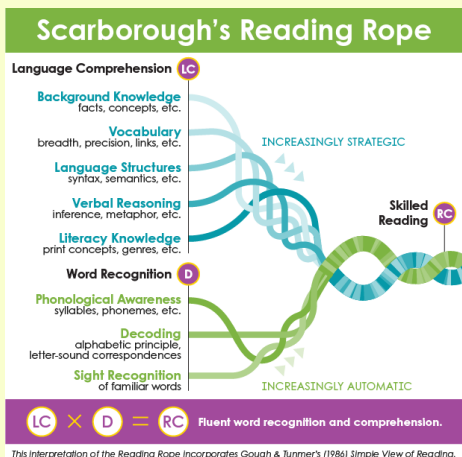
Implementation

How we achieve our aims:



Ambitious Curriculum for All

Holywell's reading curriculum aims for all children to become skilled readers:



Substantive Knowledge

A spiral approach, revisiting key concepts at greater depth as children progress:

- Fluency and prosody
- Vocabulary and language meaning
- Retrieval and inference
- Summarising and sequencing
- Understanding structure and theme
- Authorial intent and viewpoint
- Comparison and making connections across texts
- Developing a personal response

Disciplinary Knowledge

We develop pupils' ability to think like a reader, building confidence and independence over time:

- Making connections across texts, authors and genres
- Thinking critically about authorial choices and their impact
- Comparing texts through themes, structure and style
- Reflecting on reading behaviours and forming personal preferences
- Engaging in purposeful discussion and justifying viewpoints

Curriculum Links

Reading is woven through the curriculum to deepen understanding:

- Geography and History: supporting contextual understanding through non-fiction and historical fiction
- PSHE: exploring themes such as identity, empathy, resilience and relationships
- Science and DT: engaging with information texts to develop subject-specific vocabulary and knowledge, reading biographies of scientists and accounts of scientific developments

Enrichment

We provide experiences that inspire a lifelong love of reading:

- Visits from authors, poets and storytellers to bring literature to life
- Regular trips to school and community libraries
- Theatre visits and performances to support comprehension and engagement with narrative
- Reading rewards and incentives, including 'Starbooks' and book swaps

Inclusive and Adaptive Teaching

All pupils are supported to access high-quality texts through adaptive teaching and targeted support. Teaching prioritises equity of access, not simplification of content, with progression guided by secure understanding.

Support

- Scaffolding through echo, choral and partner reading to develop fluency and comprehension
- Thoughtful grouping and teacher-led support
- Targeted interventions for decoding, fluency and language comprehension
- Adaptive teaching strategies to ensure equity, not simplicity, in text access

Challenge

- Link themes across texts
- Explore authorial intent
- Compare characters or structures
- Reframe events from another viewpoint
- Justify reading preferences with evidence

Assessment

Assessment is used to identify gaps quickly and adapt teaching to secure understanding for all pupils

- Formative assessment in every lesson through discussion, questioning, and written responses
- Same-day or next-day follow-up for misconceptions
- Half-termly tracking using Insight and termly GAPS assessments
- Phonics and reading speed assessments where needed, with targeted intervention
- Ongoing checks to ensure pupils are reading appropriately matched texts

Effective Teaching in Reading

Teaching follows the Holywell lesson structure:

- **Connect:** revisit prior knowledge and key vocabulary
- **Model:** teacher reads aloud, modelling fluency, prosody and thinking
- **Practice:** pupils engage in guided, choral and partner reading, followed by discussion and response
- **Consolidate:** summarise, retrieve and reflect on key ideas

Additional key features:

- Explicit vocabulary instruction in every lesson
- Structured talk to develop understanding and articulation
- Regular re-reading to develop fluency and automaticity
- Gradual release from guided to independent practice

Home Learning

- Pupils read at home at least 3 times per week, ideally daily
- Books are matched to individual decoding and comprehension levels.
- UKS2 children are set reading comprehension tasks regularly.

Subject Leadership

Resources

- CUSP core texts.
- Supplementary texts (CUSP or teacher-selected).
- Comprehension Ninja books
- Access to school library.

CPD

CPD ranges from professional discussions, in-house training, external courses and online subject knowledge videos accessible through CUSP.

Quality Assurance

We quality assure through:

- Pupil book study
- Learning walks
- Book looks
- Staff voice
- Data analysis

Impact

Our outcomes:



Children show enjoyment and curiosity in reading, actively engaging with texts and developing a love for reading.

Children use rich and precise vocabulary to understand and discuss texts, considering both author intent and meaning.

Children develop strong reading comprehension skills that support learning across the curriculum and prepare them for secondary school.

All children make progress from their starting points, knowing more and remembering more over time, with most achieving age-related expectations or higher.

Teaching teams are confident in delivering the reading curriculum, using effective strategies to support and challenge all learners.