Nacton Church of England Primary School

Subject Overview: Beyond Early Reading

Intent

Our intent for Reading education is that children read fluently, both for enjoyment and information, enabling them to access the wider curriculum and world around them, to develop essential life skills and to nurture a love of reading, by developing:

- Enjoyment
- Reading Accuracy
- Comprehension

Implementation

Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Support is given to any child in Year 2 or 3 who is not fully fluent in reading or did not pass the Phonic Screening Test. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Reading KS2

In KS2 reading sessions, children develop their key reading skills of decoding, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (VIPERS). Throughout KS2, the VIPERS domains form the foundation for our reading instruction:

- Vocabulary: Developing a rich understanding of words to enhance meaning and expression.
- Inference: Using evidence from the text to understand characters, settings, and events.
- Prediction: Building curiosity by making logical predictions based on context.

- Explanation: Discussing and analysing language, themes, and ideas in respectful, thoughtful ways.
- Retrieval: Practising information-gathering skills to find and cite details from texts.
- Summarising: Distilling key ideas and messages to deepen comprehension.

Our instructional approach includes:

Whole-Class Shared Reading: Through guided discussions, children explore and analyse texts together, developing a shared appreciation for stories and expanding their critical thinking skills. This fosters a sense of community and respect as they learn from one another's interpretations.

Small Group and Paired Reading: Collaborative reading activities provide opportunities for children to practice fluency, support each other, and discuss meaning in a supportive setting. Peer interactions help build respect and empathy while strengthening comprehension skills.

Individual Reading Practice: Independent reading time allows students to choose books that interest them, promoting autonomy and readiness to explore diverse genres. This daily practice cultivates a love for reading and supports each child's individual growth.

Reading for Pleasure: We encourage children to read purely for enjoyment, providing time each day for them to immerse themselves in books. This reinforces a positive reading culture where all students are motivated to read by choice, becoming resilient readers who embrace reading as a source of joy and relaxation.

Fluency

- To promote fluency in reading, we use Little Wandle Fluency texts.
- In KS2, at the start of the year, every child's reading speed is assessed. Based on their reading speed, they may be assigned a Little Wandle Fluency level and given a fluency book to read.
- For children who access the fluency books, this is regularly reviewed and children are moved on when their fluency and reading speed have improved.

Reading for Pleasure

At Nacton, we are passionate that our children develop a love of reading. We promote and encourage this in many ways:

- Every child visits our school library every week. Our library is well-stocked with a range of fiction, non-fiction, picture books, graphic novels, classic novels and poetry.
- Every child is able to take a book of their choice home to read each week, alongside a book matched to their phonics or fluency level.
- Every child is read to every day. Each class has a core quality text and an anthology of poetry; an adult reads from one of these books every day.
- Every classroom has a love of reading area, stocked with appealing, relevant reading materials.
- The whole school celebrates days which promote reading for pleasure, such as World Book Day.

Impact

In 2024, 64% of Year 6 pupils achieved the Age Related Expectation or above; 86% of our Year 1 pupils passed the Phonics Screening Test. Children leave Nacton C of E Primary School, secure in the three reading core concepts:

Enjoyment – I am a reader because I know and enjoy a range of texts.
Reading Accuracy – I am a reader because I can read increasingly challenging texts with accuracy.
Comprehension – I am a reader because I can understand the texts I listen to and read.