



### Intent

#### *Why do we teach what we teach?*

Reading is a vital life skill that underpins success across the curriculum and beyond. At High View, we believe that reading is the gateway to learning: strong reading enables children to learn independently, think critically, and succeed academically and in life. Our aim is for every child to leave our school as a confident, fluent reader with strong language skills, who reads both for pleasure and for purpose. Reading enables children to access the wider curriculum, communicate effectively, and develop empathy and understanding of the world around them. It also supports pupils' broader development by fostering wellbeing, curiosity, imagination, and critical thinking.

In the Early Years Foundation Stage (EYFS), following the statutory framework, phonics teaching underpins early reading and writing development. Our intent is to ensure all children develop secure phonological awareness, segmenting and blending skills, and a love of language from the very beginning of their learning journey. We aim to give children the tools they need to become confident, fluent readers and writers.

By the end of their learning journey at High View, pupils will read for pleasure, developing a genuine love of books, stories, and information texts. They will read with fluency—including accuracy, automaticity, and expression (prosody)—and comprehend a wide range of texts using mental models and inference skills. Pupils will engage with diverse authors, genres, and text types, using reading as a tool for learning across all subjects. They will discuss, recommend, and value reading as a lifelong skill that supports future education and wellbeing.

Our reading curriculum is designed with *The Reading Framework (2023)* in mind. It systematically develops early language and phonics skills, builds reading fluency, and strengthens comprehension through teaching mental modelling and inference. VIPERS skills are embedded throughout all reading sessions. High View follows its own phonics planning from EYFS through KS1, with scaffolded reading sessions, fluency practice, and home reading to consolidate understanding. Whole-class reading sessions focus on developing fluency and language comprehension.

Pupils' cultural capital is enriched through access to libraries, themed reading days, and fostering a love of reading beyond school. Every child is supported and challenged according to their individual needs, through high-quality phonics teaching, targeted interventions, and carefully chosen texts that reflect diverse backgrounds and interests. Adaptive teaching ensures accessibility for all learners, including those with SEND and disadvantaged pupils.

Our reading curriculum equips pupils with the knowledge, skills, and attitudes they need to thrive academically, socially, and personally, preparing them not just for the next stage of their education, but for life. At High View, we are ambitious for every pupil: all children, regardless of background, need, or starting point, are entitled to the same rich, high-quality reading curriculum. We are committed to ensuring learners receive the tailored support they need to succeed. Our curriculum intends to make children feel represented, valued, and a sense of belonging through the texts they encounter. We also work proactively to remove barriers to reading, anticipating and addressing challenges so every pupil can access, enjoy, and achieve in reading.

## Implementation

### *How do we teach what we teach?*

#### Phonics

At High View, we prioritise the importance of teaching phonics, starting with Phase 1 in Nursery and consolidating Phase 6 spelling patterns in Year 3. We use our own phonics scheme, which enables children to learn to read with accuracy and increasing automaticity. Reading within phonics lessons, as well as the books children take home, are matched to the phonics phases and sounds they are learning, ensuring they experience success. In KS2, children also have access to decodable books with age-appropriate content. In EYFS and KS1, phonics is embedded across the curriculum and within provision. Based on phonics screening data, our programme is proven to help children become confident and independent decoders.

Phonics lessons are delivered daily, with children exposed to all taught sounds. Classroom displays of sounds and tricky words are meaningful and relevant. High View follows a whole-class model of teaching phonics, with additional support provided inside and outside the whole-class model for children needing additional support. Phonics Tracker assessments are carried out routinely to monitor children's progress. Once a child has been taught a complete set of sounds, they are assessed, and any identified gaps are shared with parents alongside resources to support learning at home.

At the end of Year One, children complete the Phonics Screening Check, which provides a summative assessment of decoding ability. During the autumn and spring terms, children undertake 'mock' screenings to identify specific needs for intervention or booster sessions. This also applies to Year 2 children who did not meet the required standard in Year 1.

New staff receive training to teach phonics through modelled lessons and a series of training sessions. All staff attend regular phonics training and are observed termly through learning walks, with individual feedback provided.

In EYFS, phonics begins in Nursery through Phase 1 activities that develop sound discrimination, rhyme, rhythm, and oral blending and segmenting. Children are immersed in playful opportunities to listen carefully, identify environmental and instrumental sounds, and explore voice and body percussion. In Reception, we use High View's own systematic phonics scheme, which is carefully sequenced to ensure all children learn to read and write with accuracy, fluency, and automaticity. Phonics lessons take place daily and are supported through games, songs, and storytelling. Reading books are fully decodable and precisely matched to the sounds children are learning. Parents are supported through home activity sheets and reading books, ensuring consistent practice between school and home. Children develop a strong understanding of the alphabetic code, are able to segment and blend sounds confidently, and apply this knowledge to both reading and writing. They become increasingly fluent and accurate readers who enjoy decoding and exploring new words. By the end of Reception, the majority of children are secure in their foundational phonics knowledge and ready to move into Key Stage 1 as confident early readers.

#### Phonics Lesson Structure

Phonics at High View is taught through a structured, multi-stage approach to ensure all children become confident, independent readers and writers. Lessons begin with the recall of previously taught sounds and tricky words, using flashcards, actions (year group specific), and classroom displays to support memory and pronunciation.

New sounds and spellings are introduced with clear learning objectives, discussion of letter-sound correspondences, and identification on the sound mat. Children practise reading and spelling new sounds

using phoneme fingers, sound buttons, and guided writing tasks, including challenging words, compound words, and suffixes appropriate to their year group. Tricky words are taught explicitly, with discussion of what makes them difficult, spelling practice, and integration into classroom displays.

Phonics lessons integrate reading and writing, progressing from individual words to sentences that include new sounds and previously taught vocabulary. Children are encouraged to sound talk, segment, and blend words, and extend learning by writing sentences with increasingly complex structures. Teachers provide modelling, verbal feedback, and support, and peers are encouraged to self- or peer-assess work.

The learning environment supports accessibility and engagement, with clear displays of sounds, tricky words, and weekly charts, adaptive seating, and clear fonts. Extension and challenge tasks are provided for more able pupils, and teaching is regularly informed by Phonics Tracker assessments, ensuring gaps are addressed and progress is communicated to parents. All children read, write, and engage with phonics every day, ensuring consistent practice and reinforcement across EYFS and KS1, and through decodable texts in KS2.

Our whole-class model for teaching phonics ensures that no ceiling is placed on children's progress; all pupils are exposed to the full range of sounds, while those who need additional support receive targeted interventions and small-group breakout sessions to secure their learning.

## Reading

### EYFS

In the Early Years Foundation Stage (EYFS), following the statutory framework, reading begins through the Communication & Language and Literacy areas of learning. Our intent is to nurture a deep love of stories, books, and language, ensuring all children develop the comprehension, fluency, and vocabulary needed to become confident, motivated readers. Our EYFS reading curriculum is built around a small number of carefully chosen core stories and rhymes which are revisited and deeply embedded throughout the year.

In EYFS, each half term introduces two carefully selected core texts that children come to know, love, and retell with confidence. These texts are chosen to reflect children's interests, build story language, and provide progression across Nursery and Reception. For children new to Reception, the year begins by revisiting key Nursery texts to ensure equal access to our shared story culture. Alongside these, additional books are introduced to support current themes, seasonal learning, and children's play interests. Adults model expressive reading, extend vocabulary, and engage in sustained shared thinking to develop comprehension. A collection of schema texts is used flexibly across the year to deepen children's understanding of key ideas and concepts that underpin future learning in subjects such as science, geography, and history.

|   | Monday              | Tuesday    | Wednesday           | Thursday             | Friday              |
|---|---------------------|------------|---------------------|----------------------|---------------------|
| Year 1  | Scaffolded          | Story time | Scaffolded          | Story time           | Scaffolded          |
| Year 2<br><i>Shift to fluency from scaffolded over time</i> | Scaffolded/ Fluency | Story time | Scaffolded/ Fluency | Story time           | Scaffolded/ Fluency |
| Year 3<br><i>Shift from Storytime to extended over time</i> | Fluency             | Fluency    | Story time/Extended | Story time /Extended | Cold                |
| Year 4  | Fluency             | Close      | Extended            | Extended             | Cold                |
| Year 5  | Fluency             | Close      | Extended            | Extended             | Cold                |
| Year 6  | Fluency             | Close      | Extended            | Extended             | Cold                |

Each session is around 30 minutes.

\*Session types can vary depending on the reading outcomes of the children.

### Reading in EYFS

Reading is at the heart of our curriculum, and our aim is to encourage a love of reading from the very start. Our EYFS reading curriculum is built around a small number of carefully chosen core stories and rhymes that are revisited and deeply embedded throughout the year. Each half term, we introduce two core texts that children come to know, love, and retell with confidence. These texts are selected to reflect children's interests, build story language, and ensure clear progression across Nursery and Reception.

Stories are embedded in our provision through activities, story sessions, and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns, and retell stories independently. Additional books are used throughout the year to strengthen topic learning, support seasonal themes, and enrich children's play. These supplementary texts can be found within our Schema Texts collection and the 2-Year Progressive PLOD cycle, ensuring that wider learning is consistently supported and enhanced through high-quality literature.

Because around half of our Reception children do not come through our Nursery provision, we do not leave any learning to chance. The Reception year begins with an Autumn term dedicated to revisiting and re-immersing children in key Nursery texts, rhymes, and schema texts. This ensures every child, regardless of their starting point, has equitable access to the shared stories, vocabulary, and cultural knowledge that underpin our wider curriculum. This approach not only supports children who are new to our school but also strengthens learning for those who have encountered the texts before. Repetition is a crucial element of early literacy: it builds confidence, deepens comprehension, supports vocabulary retention, and enables children to engage with familiar stories at an increasingly sophisticated level.

In Nursery, children begin to understand sound patterns, rhyme, and rhythm as part of Phase 1 phonics. Children are taught to discriminate between sounds through a variety of engaging and interactive activities that develop listening skills. Nursery children also focus on a core set of rhymes, repeated until they can recall and perform them confidently, building language, rhythm, and confidence.

In Reception, we use High View's own phonics scheme, which enables children to learn to read and write with accuracy, fluency, and automaticity. Reading is incorporated into daily phonics lessons, with children exploring texts that are carefully matched to the sounds they are learning. Once a sound has been taught, children are provided with an activity sheet to complete with their parents at home, giving families the opportunity to continue supporting their child's phonics skills. Reception begins the Autumn term by revisiting key Nursery rhymes and texts, ensuring equitable access to the shared repertoire and reinforcing learning for children already familiar with them.

Our schema texts are carefully chosen high-quality books designed to deepen children's understanding of key concepts and themes that support learning in Key Stage 1 and beyond. These texts are explored across both Nursery and Reception, ensuring all children encounter essential ideas repeatedly and meaningfully throughout the EYFS. The 2-Year Progressive PLOD cycle introduces and develops key themes over time, ensuring every child is well-prepared for Key Stage 1.

As Mem Fox states in Reading Magic, "Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight." Our approach ensures children develop a broad repertoire of rhymes and stories, building language, comprehension, and confidence to lay a strong foundation for future learning.

### Reading in KS1

Reading is taught daily across all year groups. In KS1, children participate in three scaffolded reads per week, allowing them to practise reading the sounds they have learned in longer texts. They also have two story time sessions per week, which develop language comprehension, expand vocabulary, and strengthen listening skills while building and connecting their background knowledge (schemas). Adults model fluent, expressive reading, fostering a love of reading and supporting children in building mental models. Story time helps children link texts to their own experiences and provides opportunities to practise key comprehension skills such as retrieval, prediction, inference, summarising, and understanding pronouns, while encouraging discussion and reflection about characters, events, and real-life connections.

### Reading in KS2

In KS2, reading is delivered through four types of lessons:

- Fluency Lessons – Focus on building accuracy, automaticity, and prosody. Children practise reading and rereading high-quality texts, discuss tricky vocabulary, read aloud, and rehearse texts in mixed-attainment pairs before performing and discussing comprehension using VIPERS skills.
- Extended Reads – Provide pupils with broad exposure to written English. Children follow along with texts, pause to discuss essential vocabulary, and ensure they understand the meaning as they read. Less fluent readers listen to the text modelled by the teacher, while more fluent readers read independently or in chunks. Discussions are brief, focusing on comprehension rather than deep analysis.
- Close Read Lessons – Engage pupils in deeper exploration of texts, examining author purpose, language choices, their effects on the reader, key themes, and multiple interpretations. Typically, 2/3 of the session is discussion and 1/3 reading to locate evidence, with no expectation of written work.
- Cold/Surprise Reads – Build familiarity with question types, strengthen comprehension, and improve fluency. Children read a new text independently and respond to SATs-style questions, after which answers are discussed collaboratively. Teachers model strategies for approaching questions and provide verbal scaffolding.

All texts selected for reading, or for children to read, are chosen because they are worth reading. They offer children meaningful content, promote a love of reading, increase in complexity, and develop children's knowledge and experience of topics they will encounter later in their curriculum journey.

### Adaptations and Support including the first 20%

To support reading for all pupils, including the lowest 20%, we provide a range of targeted strategies. See below

- Teachers can pre-teach vocabulary or concepts and read aloud so all children can access the text.
- mixed-ability pairs
- scaffolded reading linked to focus phonics sounds
- repeated reading
- Discussions are summarised as they progress, with a simple summary at the end for those who need it.
- More able pupils receive extension tasks, while questioning is differentiated to include both basic comprehension and deeper reasoning.
- Adults may read small chunks aloud to support fluency and comprehension, and pupils are encouraged to share ideas and reasoning.
- Online reading platforms are also used to supplement classroom reading.

### Reading at Home

- Children's reading records are checked weekly. Those not reading at least five times per week receive a letter home to encourage discussion and support.
- Recommended daily reading time is: EYFS – 10 minutes; KS1 – 15 minutes; LKS2 – 20 minutes; UKS2 – 30+ minutes.

### Book Changing and Selection

- EYFS and KS1 have set book-changing days. Blended Books match the phonics phase being taught, while Branching Out Books expose children to higher-level texts beyond their current reading ability.
- Year 3 and above self-select books within their colour band to promote enjoyment and reading preferences. Teachers support children below ARE to select accessible texts.
- **Year 4-6 UNDER REVIEW**
- Teachers assess book band levels half-termly and only promote children when they read fluently and understand the text, emphasising that progression is about skill development, not speed.

## **Impact**

*How do we know what pupils have learnt and how they have learnt it?*

The reading curriculum at High View has a significant impact on pupils' literacy development, ensuring they become confident, fluent readers with strong comprehension skills.

In EYFS, children develop a love of reading, a wide vocabulary, and a strong understanding of narrative. They are able to listen attentively, recall and retell familiar stories, discuss characters and events, and make connections across texts and experiences. By the end of the EYFS, children demonstrate fluency, comprehension, and a secure foundation for early reading, ready to access the Key Stage 1 English curriculum with confidence.

Daily phonics, scaffolded reading, fluency lessons, and story times develop accurate decoding, prosody, and vocabulary, while extended and close reading sessions build higher-order comprehension and critical thinking. Carefully chosen texts and opportunities for self-selection foster a genuine love of reading and engagement with a wide range of genres. Adaptive teaching, small-group support, and targeted interventions ensure all pupils, including SEND and disadvantaged learners, can access and enjoy reading. Regular assessment and monitoring identify gaps and inform teaching, while parental involvement reinforces learning at home. Overall, children leave High View equipped with the reading skills, confidence, and lifelong habits necessary to succeed academically and beyond.

Phonics Screening Check Data 2025

97% overall  
60% SEN  
100% PP

Phonics Screening Check Data 2024 (including rechecked year 2 )

88% overall  
50% SEN  
66% PP

Phonics Screening Check Data 2023 (including rechecked year 2)

93% overall  
82% PP  
80% SEN

## Long Term Planning

Long Term Phonics Plan

[https://docs.google.com/document/d/1Z3jQz4fuaWhds8ycfof9GhEoCgSjtxSb/edit?usp=drive\\_link&oid=104512248841825536429&rtpof=true&sd=true](https://docs.google.com/document/d/1Z3jQz4fuaWhds8ycfof9GhEoCgSjtxSb/edit?usp=drive_link&oid=104512248841825536429&rtpof=true&sd=true)

Reading Schema Document

[https://docs.google.com/document/d/1-IJDwC5nvDTqQYSiK\\_pFRXVR5xCKGTzj/edit?usp=drive\\_link&oid=104512248841825536429&rtpof=true&sd=true](https://docs.google.com/document/d/1-IJDwC5nvDTqQYSiK_pFRXVR5xCKGTzj/edit?usp=drive_link&oid=104512248841825536429&rtpof=true&sd=true)

EYFS

[https://docs.google.com/document/d/1bbET0\\_LrswRNJA-ZHg\\_7hDGtOtxBdcJI/edit](https://docs.google.com/document/d/1bbET0_LrswRNJA-ZHg_7hDGtOtxBdcJI/edit)

EYFS Core Texts

[https://docs.google.com/document/u/0/d/1blvIQY0OtZxVPQhZob0rzs0IIOSSmSk1/edit?usp=gmail\\_link\\_previous](https://docs.google.com/document/u/0/d/1blvIQY0OtZxVPQhZob0rzs0IIOSSmSk1/edit?usp=gmail_link_previous)