



Reading Curriculum Intent, Implementation and Impact Statement



Intent

The intent of Church Vale's reading curriculum is to enable our pupils to become fluent readers, master and comprehend the elements that make an enticing read and be consumed by a love for books.

Through a balance of exposure to engaging story-telling and high quality phonics teaching, our children rapidly learn the phonetic code and develop determination to read independently with fluency and enjoyment from an early age. Once fluency of reading is mastered, we begin the journey of developing a deep understanding of an author's intention, choice of words and use of technique. Our children can appreciate how a mood, feeling or thirst for information is created whilst developing their own voice as a reader and discovering their own preferences and opinions in literature.

To combat a deprivation of vocabulary, we recognise and prioritise the importance of providing our children with a breadth of current and exciting literature, chosen in part for their ability to expand their cultural capital. Staff prioritise the teaching of reading from an early age, recognising the vital role it plays in unlocking other areas of learning.

Key Concepts

Lessons will focus on the key concepts of being a reader, within the breadth of the Foundation, KS1 and KS2 topics. The broad key skills for Reading are:

- **Word Reading**
- **Fluency**
- **Vocabulary**
- **Infer**
- **Predict**
- **Explain**
- **Retrieve**
- **Summarise/sequence**
- **Poetry**
- **Reading for Pleasure**

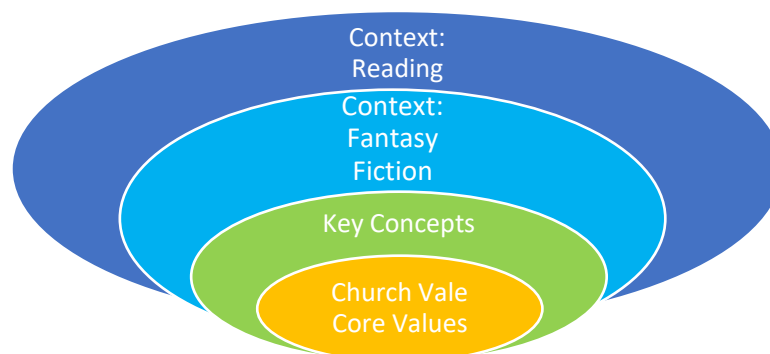
We recognise that objectives will focus on attaining or developing key concepts, within the context of the topics or texts chosen e.g. *to use a collection of war time poetry to evaluate the use of authors' language and explain how it has created an impact on the reader.*

The texts chosen will celebrate and extend our 'cultural capital' – the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks.

Interwoven throughout the Reading curriculum, our 3 **core Church Vale values** of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

Implementation

To enable a continued thematic approach, key concepts will be mapped out across the Foundation stage, Key Stages 1 and 2.



Texts and Genres are chosen to showcase and teach certain elements of the key concepts and expose our core values of community, self-awareness and possibilities. A document is in place throughout the year to map out texts and genres used to teach Reading. This ensures learning is progressive and builds on prior learning. Our year group's 'RfP core book lists' allow teachers the freedom to promote current literature and develop our children's reading profiles without over exposure to repeated authors or genres.

This is a whole school approach that envelopes all components of the writing and reading curriculum.

How the EYFS provides the Foundations of Reading at Church Vale

We recognise that developing speech and language comprehension is a key starting point for a child's reading journey. At Church Vale we value the importance of talk. Our environment provides language rich opportunities for our children to learn how to express themselves and converse with others. When you spend time in our Early Years environment you will see quality interactions between adults and children. Our practitioners are extensively trained to be able to model, repeat, extend, scaffold and question children through play. We adopt a universal approach to supporting speech and language however we always quickly identify any children with specific needs and provide impactful targeted and specific intervention to close any gaps of development.

We know it is vital that children learn the fundamental skills of word reading and adopt a love of reading within the early years of their education. At Church Vale children experience daily singing, rhymes and story times during their daily routines. Time is prioritised for listening to carefully selected books and talking about stories, rhymes and non-fiction. Children are provided with high quality provision that promotes having a cosy, quiet time and escaping into a story. Children are taught Systematic Synthetic Phonics daily from the beginning of Foundation. In F1 children work on the fundamental skills to listen. They take part in daily activities to recognise and distinguish environmental, body and voice sounds and explore rhythm, rhyme and alliteration. They begin to be able to identify specific sounds in words and orally segment and blend. In F2, children quickly learn the alphabetic code and make the link between phoneme and grapheme. Children spend focussed time learning how to decode words and blend them together for reading. They are provided with books to match their phonics ability to apply their early reading skills. Parents are trained to support their children's word reading in the same way we do at school.



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Impact

Learners are provided with current and exciting literature that enables them to develop key concepts, use reading as a gateway to others areas of the curriculum and instil a love of reading.

Genres and titles are carefully planned thus meaning children build on prior knowledge and extend their reading diet year on year. English studied across the whole of Church Vale will develop an ability to comprehend an author's intent, extend vocabulary and experience beyond their cultural capital, and feel inspired to develop their own reading profile. They will be empowered to listen to, read and develop opinions to help them discover themselves as a reader and critique what they believe makes a great read. They will develop the ability to communicate effectively with others, become involved in active discussions or debates and build their internal library to recommend literature to others. Ultimately, key concepts will better develop and will be able to be well applied to whichever genre or author they are currently studying.

Jo Law and Jodie Ainsworth

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