

Clarice Cliff Guide to Reading

Intent - The Why

Here at Co-op Academy Clarice Cliff we know that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. The texts that the children are exposed to through their time at our school have been carefully chosen. We believe Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

We have a rigorous curriculum and well organised curriculum that provides many purposeful opportunities for reading, writing and discussion.

Reading underpins children's access to the curriculum, and it clearly impacts on their achievement. We know that considerable research shows that children who enjoy reading, and choose to read, not only benefit academically but socially and emotionally too. Through phonics, children are taught an efficient strategy in order to decode words in order to be able to read. We aim for all children to decode with accuracy and automaticity to become fluent readers, giving them the best possible life chances.

In addition to the teaching of reading we understand the importance of reading for pleasure, as a school we believe in making the most of every opportunity to promote a love of reading and reading for pleasure. The steps that we take to ensure that 'Every child is a reader' can be seen here within our Reading For Pleasure policy- [Reading for Pleasure Policy 2025-26](#)

Our curriculum closely follows the aims and objectives that have been set out in the National Curriculum 2014.

The link to our English Intent statement can be found here- [Intent statement English 2025-26.docx](#)

Implementation – The How (**including how/when we assess*)

What do we use to support our curriculum delivery?

In Reception and KS1, children practise their reading skills as part of the Little Wandle programme. They read three times a week, practising the key skills of decoding, prosody and comprehension. The texts that children read are closely matched to the phonetic skills and provide opportunities for children to develop their fluency in reading. This is through half-termly assessments as well as Senior Leaders completing regular check ins to ensure pupils are on an appropriately matched book.

Once children have secured phonetic decoding, the texts become progressively more difficult with a focus on building fluency. In Year 2, pupils continue with group reading 3 times per week with the Little Wandle Fluency books. These ensure that pupils have an appropriate reading speed to be able to fully comprehend a range of texts.

In Key Stage 2 we teach whole class sessions where no child is left behind. A typical week has three sessions of either 30 minutes (for years 3 and 4) and 45 minutes (for years 5 and 6)

The texts that the children read in these sessions largely link to the wider curriculum. More often than not, these sessions link to topics such as science, history and geography. Sometimes they will link to what the children are writing about in English, for example widening their knowledge of evacuees in World War Two. The aim of these sessions is to cover pivotal knowledge that the children need to access the wider curriculum. For example, if Year 3 is covering a geography objective about the

rainforest the morning lesson may cover what knowledge is needed around this. This leaves time in the afternoon for our children to have more time for opportunities for geographical enquiries.

Our pupils are encouraged to read for pleasure, this is facilitated through regular use of the school library, the Accelerated Reader scheme and enrichment opportunities such as author visits, 'Breakfast with Books' and after school parent and child library sessions. Both our libraries and our classrooms are stocked with an up to date, diverse and thought provoking selection of books to provide quality reading materials for all children to promote reading for enjoyment.

A further approach that we have taken to instil and foster a love of reading in our children is to develop and utilise a whole school 'Reading Spine' from Nursery to Year 6. We want our school to be a place where children are read to, enjoy listening to high quality books and share their enjoyment of stories through discussion. These 'essential reads' are a store of classics, creating a living library inside a child's mind.

Daily

Reading is taught daily through phonics, using the 'Little Wandle' validated scheme. Children are taught a cumulative progression of GPCs that they immediately practise through oral blending, reading and spelling words and sentences, and, once ready, fully decodable books. Children review and revise GPCs daily, weekly and across terms and years in order to move this knowledge into their long-term memory. Daily repeated practise beyond the phonics lesson is used to develop automaticity and to ensure words are held in the orthographic store. Children who are not keeping up with their peers are given immediate additional practice through intervention. Children are identified using assessment for learning and robust assessment systems and their progress is carefully monitored.

Our school is a literature rich environment where adults are positive role models for reading. We use every moment of the school day to read. This can be from our phonics sessions to our foundation subjects where we read for the wider curriculum to our dedicated reading lessons that take place three times per week.

Throughout the school, we have a dedicated Drop Everything and Read 'DEAR' session at the end of each day. In Key Stage 2 the class novel is read to the children and in EYFS and Key Stage 1 one of the books from our reading spine is read. The aims of these sessions are to ensure that children are engaged with their class novels and to foster a love of reading.

Weekly

Children in Reception, KS1 and children who are taking part in rapid catch-up, access three reading practice sessions a week. Children are taught with books that match their secure phonetic knowledge and access the same book for all three sessions, reading with growing automaticity and accuracy.

Each session in this 'three read' model has a clear focus:

- Read 1: decoding
- Read 2: prosody – reading with meaning, stress and intonation
- Read 2: comprehension – understanding the text.

Each of these sessions follows the same structure:

- Pre-read: Revisit and review
- Reading practice: Practise and apply
- Review: Pacy review of any misconceptions

Each week children have a dedicated library slot where they can change their reading for pleasure book each week alongside their Accelerated Reader book or their phonetic level book. Children each have their own reading diary within school, they will be heard reading on a 1:1 basis within school at least once per week (3 times for target readers) and there are a range of incentives in school to encourage children to read at home at least 3 times per week. This information is shared and

celebrated with parents via Class Dojo.  Reading Updates (Clarice Cliff) .

Half termly/Termly

Children from Years 1-5 are assessed every term using the NTS tests. Children in Year 2 and 6 make use of past papers to assess. The question level analysis of these is looked at carefully to identify any emerging patterns or gaps in learning.

Assessment for Learning

It is our intention that no child falls behind within a reading lesson, for this reason we make use of adaptive teaching where needed. This can be in the form of a pre- teach, WIGGITS to explain higher tier vocabulary and the reading to and with the children.

What this looks like in Early Years

Within EYFS our approach to reading is built on the principle of developing both decoding and comprehension. We use Little Wandle Letters and Sounds Revised, a systematic, synthetic phonics program, to teach children to recognize letter sounds (grapheme-phoneme correspondences) and blend them to read words. This consistent and progressive program ensures children build on their knowledge of the alphabetic code, allowing them to master phonics quickly and efficiently. Alongside this, we ensure a wide exposure to high-quality literature, from classic stories to non-fiction texts, to foster a love of reading. We encourage children to engage with books through storytelling, role-play, and discussions, developing their understanding of narrative, characters, and vocabulary

Where will you see and find evidence of our learning?

Within our Reading Response books, our reading diaries, on classroom and corridor displays and throughout the library.

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in reading is built on adapting both the delivery of the curriculum and the learning environment so that every child can access, understand, and enjoy reading. This includes targeted interventions such as high-quality phonics teaching and 60-Second Reads, as well as clear modelling, explicit vocabulary instruction, chunked texts, and structured opportunities to develop decoding, fluency, inference, and comprehension.

Drawing on the provision outlined below, our reading curriculum ensures that pupils with SEND learn within the same ambitious, well-sequenced programme as their peers. Purposeful scaffolds, tailored support, and carefully planned adaptations within whole-class reading lessons enable all learners to engage with rich texts, build confidence, develop secure reading skills, and experience success at every stage of their reading journey.

Subject challenges for SEND	Provision for SEND
Understanding a text or explaining ideas about what they've read.	Use stem sentences and structured response frames (e.g. "I think this because..."). Provide shared and modelled reading to demonstrate how to extract meaning and evidence.

	<p>Offer sentence starters for inference, retrieval, and prediction to support structured responses.</p>
<p>Decoding unfamiliar words and applying phonics knowledge.</p>	<p>Deliver daily phonics interventions matched to individual needs.</p> <p>Use visual prompts, sound mats, and guided blending practice.</p> <p>Model decoding strategies explicitly and provide opportunities for repeated reading.</p>
<p>Developing reading fluency and expression.</p>	<p>Implement 60-Second Reads to build pace and confidence.</p> <p>Use paired or group reading to model fluent phrasing and intonation.</p> <p>Provide frequent opportunities for re-reading familiar texts to improve automaticity.</p>
<p>Retaining key vocabulary and comprehension strategies.</p>	<p>Revisit high-frequency and topic-specific vocabulary daily.</p> <p>Use retrieval tasks, quizzes, and flashcards to strengthen recall.</p> <p>Embed vocabulary teaching in every reading session through dual-coded visuals and discussion.</p>
<p>Accessing longer or more complex texts.</p>	<p>Chunk texts into manageable sections with visual or oral summaries.</p> <p>Use dual-coded resources, story maps, and audio versions to reduce cognitive load.</p> <p>Provide scaffolded questioning to support gradual comprehension of longer passages.</p>
<p>Expressing understanding orally or in writing.</p>	<p>Use sentence stems and speaking frames to structure oral responses.</p> <p>Offer alternatives such as drawing, recording answers, or using assistive technology.</p> <p>Allow additional processing time before sharing ideas or writing responses</p>
<p>EAL learners finding written or spoken English challenging.</p>	<p>Simplify language and instructions, supported by visuals and modelling.</p> <p>Use dual-language texts or bilingual word banks where appropriate.</p>

	Pair with fluent peers and provide explicit vocabulary teaching linked to each text.
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Greater Depth

Our reading curriculum is carefully sequenced so that key knowledge and skills develop progressively and with increasing sophistication as pupils move through the school. Clear end-of-year expectations, outlined within our progression documentation, identify what secure and advanced reading looks like in each year group, from decoding and fluency through to inference, analysis, and critical evaluation.

As pupils gain confidence with foundational reading skills, they are increasingly able to apply them flexibly, draw on a range of strategies, and engage more deeply with a wide variety of texts. At greater depth, pupils read with independence and insight, make connections within and across texts, justify their interpretations using evidence, and evaluate an author's choices and techniques.

Through a strong emphasis on reading discussion, reflection, and metacognition, pupils develop the language needed to articulate their thinking about texts- critiquing meaning, exploring vocabulary, analysing structure, and drawing on agreed success criteria to explain, justify, and refine their understanding as thoughtful, confident readers.

Impact – The So What

We want our pupils to leave us as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their academic journey. It is our vision that 'every child is a reader'

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two and through the use of the NTS Reading tests and past SATs papers. We use the question level analysis from these tests to identify and close any emerging gaps in the children's' knowledge.

Cultural Capital and Enrichment

At Co-op Academy Clarice Cliff, we take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. We spend time looking and learning about authors of the books we read in English lessons. Here are other things we have done, as a school, to promote cultural capital through reading.