

Firsy Foundation

Reading

Updated: Sept 2026

Intent

At Firs Primary School, we aim for every child, regardless of starting point, background or additional need, to become a **fluent, confident and enthusiastic reader who understands and enjoys what they read**.

We prioritise both **word reading and language comprehension**, recognising that secure phonics and fluency provide the foundations for accessing the wider curriculum.

Through carefully selected, high-quality fiction, non-fiction and poetry, pupils develop **vocabulary, comprehension, cultural capital and a love of reading**. Our core reading tree includes classic and contemporary literature alongside texts representing diverse cultures, families and experiences. We want books to provide both **mirrors of children's own lives and windows into the lives of others**.

Vocabulary and oracy are integral to reading. Through Word Aware, explicit vocabulary teaching and high-quality discussion, pupils learn to understand new language and confidently explain and justify their ideas. Our ultimate aim is for pupils to leave Firs with the **reading skills, knowledge, vocabulary and reading habits needed to succeed at secondary school and beyond**.

Implementation

Early Reading: Little Wandle Letters and Sounds Revised is taught systematically from Reception. Reception and Year 1 pupils take part in Little Wandle reading practice sessions, developing **decoding, prosody and comprehension** through books closely matched to their secure phonic knowledge.

This continues into Year 2. Pupils who still require phonics receive targeted teaching and matched reading practice for as long as necessary. Regular assessment identifies gaps and informs targeted keep-up/catch-up provision.

Fluency: As decoding becomes secure, teaching increasingly focuses on accuracy, automaticity, prosody and fluency. Pupils requiring additional support continue targeted practice, with approximately **60–70 words per minute** used alongside accuracy and comprehension as an indicator of readiness for increasingly independent reading.

Comprehension: We explicitly teach reading through our **ERIC approach – Explain, Retrieve, Interpret and Choice**. Teachers use carefully selected texts and other media alongside modelling, questioning and discussion. Reading skills are reinforced through English and the wider curriculum.

Once sufficiently fluent, pupils also use **Reading Plus four times weekly**, with texts matched to their assessed reading rate and comprehension. Pupils continue to receive teacher-led comprehension teaching alongside this.

Reading for Pleasure: Every class is **read to daily** using high-quality texts from our reading tree. Classroom reading areas, the library, playground reading shed, independent reading, lunchtime opportunities, author events and our travelling book fair help establish a strong reading culture. Pupils are taught how to choose books appropriate to both their interests and reading ability.

Impact

Pupils develop into **accurate, fluent and confident readers** who can understand, discuss and enjoy increasingly challenging texts.

Our most recent **Year 1 Phonics Screening Check resulted in 88% of pupils meeting the expected standard**.

Pupils who do not meet the standard are quickly identified and continue to receive targeted phonics and reading support.

Progress is monitored through **Little Wandle assessments, NTS assessments, statutory assessments, Reading Plus, teacher assessment, pupil voice, book scrutiny and lesson visits**. Assessment identifies specific gaps and informs teaching and intervention rather than simply measuring attainment.

Termly **Diminishing the Difference meetings** with teachers, SLT and the SENDCo ensure that pupils at risk of falling behind are identified, provision is reviewed and appropriate next steps are implemented.

As pupils progress through school, they demonstrate increasing **fluency, stamina, vocabulary and comprehension**, confidently retrieving, interpreting, explaining and justifying their understanding.

The intended impact is that pupils leave Firs as **fluent, independent readers who choose to read, talk confidently about books and possess the reading skills necessary to access the full curriculum and succeed in their next stage of education**.