



Reading

Intent

At Shaftesbury Junior School, reading is at the heart of our curriculum. We believe reading is the gateway to learning and essential for pupils' academic success, personal development and future life chances.

In line with the National Curriculum for Key Stage 2, pupils are taught to:

- Read fluently, accurately and with appropriate expression.
- Develop positive attitudes to reading and read widely across genres.
- Understand and respond to increasingly challenging texts.
- Retrieve, summarise, infer and predict using evidence from the text.
- Explain vocabulary in context.
- Identify how language, structure and presentation contribute to meaning.
- Participate in thoughtful discussion about what they read.

Our curriculum is carefully sequenced from Year 3 to Year 6 so that pupils build progressively in:

- **Substantive knowledge** (vocabulary, background knowledge, genre features and textual understanding).
- **Disciplinary knowledge** (how readers monitor comprehension, make inferences, summarise and evaluate texts).

Reading is one of our four curriculum drivers and underpins all others.

Reading and the Four Curriculum Drivers

1. Reading (Core Driver)

We prioritise fluency, comprehension and vocabulary development across all subjects. Explicit vocabulary teaching and retrieval practice ensure knowledge becomes secure and transferable.

2. P4C (Philosophy for Children)

Reading texts provide rich opportunities for discussion, debate and reflection. Pupils justify interpretations, explore themes and engage respectfully with differing viewpoints.

3. Healthy School

Reading supports emotional wellbeing by allowing pupils to explore identity, resilience and empathy through literature. Structured reading interventions build confidence and self-esteem.



4. Opportunities & Experiences

Exposure to diverse, high-quality texts broadens pupils' cultural capital. Author visits, library partnerships and reading initiatives inspire lifelong engagement with books.

Implementation

Reading is taught daily through a structured approach that includes:

- Shared reading
- Guided reading
- Comprehension sessions
- Fluency practice
- 1:1 and small group support
- Reading for pleasure

Teaching follows our whole-school pedagogical principles:

- Clear modelling of strategies ("I do").
- Guided practice with scaffolds ("We do").
- Independent application ("You do").
- Regular retrieval to strengthen long-term memory.
- Explicit vocabulary instruction.

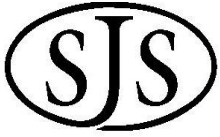
We explicitly teach reading fluency (accuracy, automaticity and prosody) and comprehension strategies aligned to the KS2 content domains.

For pupils requiring additional support, structured phonics (Read Write Inc), inference training and fluency interventions ensure that all learners can access age-appropriate texts.

Reading for pleasure is prioritised through:

- Daily class reading
- Well-stocked class libraries
- Weekly library visits
- Community library partnerships
- Author events and national initiatives

Parental engagement is actively promoted to strengthen home-school partnerships in reading development.



Impact

The impact of our Reading curriculum is evident in pupils who:

- Read fluently with confidence and expression.
- Apply comprehension strategies independently.
- Use ambitious vocabulary accurately.
- Discuss texts thoughtfully and justify interpretations with evidence.
- Demonstrate enthusiasm and motivation to read widely.

Progression is visible in pupils' increasing independence, analytical thinking and depth of response.

By the end of Year 6, pupils are fluent, confident and reflective readers who are fully prepared to access the demands of secondary education and beyond.