

Reading at Spring Lane Primary School		
Respect	Resilience	Integrity
Curriculum Intent		British Values
At Spring Lane, our reading curriculum inspires children to become confident, curious, and thoughtful readers. Through a wide range of high-quality texts, diverse voices, and engaging contexts, we nurture a love of reading and develop aspirational thinkers who read with purpose and insight. Children are taught to read fluently and with understanding, developing their ability to infer, question, and evaluate. As expert learners, they are encouraged to approach texts critically and independently, building resilience as they encounter increasingly complex material. Our curriculum immerses pupils in rich vocabulary and a variety of genres, empowering them to make connections across texts, themes, and cultures. We foster caring citizens by introducing literature that explores different perspectives and lived experiences, encouraging empathy and social awareness. The reading curriculum is comprised of fiction and non-fiction texts, giving pupils the language and confidence to explore identity, express emotions, and engage with the world through reading that informs, inspires, and transforms.		Specially chosen high-quality texts are embedded within our reading curriculum to enable children to explore and understand the importance of British Values. These texts are thoughtfully selected to promote rich discussion and critical thinking around the themes of democracy, individual liberty, mutual respect, tolerance and the rule of law. Through guided and independent reading, pupils encounter diverse characters, settings, and viewpoints that help them reflect on their own values and the society around them. British Values are woven throughout the reading experience by encouraging pupils to listen to different perspectives with empathy, engage respectfully with challenging ideas, and consider the impact of actions and decisions. By exploring both real-life accounts and fictional scenarios, children gain a deeper understanding of fairness, justice, and community. Our curriculum fosters a respect for freedom of thought and expression, helping pupils to become informed, open-minded readers who can question inequality, promote tolerance, and appreciate the rich diversity of the world they live in.
At the end of EYFS	At the end of Key Stage 1	At the end of Key Stage 2
By the end of EYFS, children are beginning their reading journey and learning to decode words. Children should: - Apply their phonic knowledge to decode simple words and read them aloud accurately. - Read simple sentences fluently, demonstrating an understanding of what they have read by recalling key events and characters. - Be able to anticipate what might happen next in familiar stories, discuss their favourite parts, and answer simple questions about the text. - Show an enjoyment of reading by engaging with a variety of texts, recognising that print carries meaning and can be used for different purposes.	By the end of KS1, children are gaining confidence and becoming more enthusiastic about reading. Children should: - Read age-appropriate texts with increasing fluency, accuracy, and expression. - Be able to decode unfamiliar words using phonic strategies and recognise common exception words by sight. - Demonstrate a secure understanding of what they read by discussing key events, characters, and ideas, as well as making simple inferences and predictions. - Be able to retrieve information from both fiction and non-fiction texts and begin to explain their thinking using evidence from the text. - Be developing their reading stamina and showing curiosity and enjoyment when engaging with a range of genres and authors.	By the end of KS2, children are fluent, expressive readers who read confidently across a wide range of text types. Children should: - Read a wide range of age-appropriate texts fluently, accurately, and with expression, demonstrating a secure understanding of both explicit and implicit meaning. - Be able to summarise main ideas, make comparisons across texts, and justify their responses using evidence. - Identify themes, authorial intent, and the impact of language, structure, and presentation. - Confidently use inference and deduction to explore characters, settings, and motives, and can explain how meaning is shaped by the writer's choices. - Be able to retrieve and record information efficiently from fiction and non-fiction texts and demonstrate critical thinking through discussion and written responses. - Read for a range of purposes and show independence, enjoyment, and maturity in their engagement with literature.
Curriculum Implementation – How is reading taught?		
At Spring Lane, our children begin their reading journey through the Read Write Inc. (RWI) phonics programme, where they learn to decode and develop early reading fluency. This solid foundation equips them with the essential skills they need to access a wide range of texts as they move on to whole-class or group comprehension sessions. Reading is taught primarily through a whole-class model, ensuring that every child is exposed to high-quality texts, rich vocabulary, and teacher-led discussions. This approach allows all pupils to be challenged, to read regularly with adult support, and to engage in deep, inclusive conversations about literature. By encountering a wide range of characters, cultures, and themes, children see themselves reflected in what they read and learn to appreciate diverse experiences beyond their own. We believe that reading is more than decoding words. Our reading lessons make skills explicit - such as inferring, retrieving, predicting, and summarising - drawing from the National Curriculum. These skills are taught in focused, one-hour reading sessions once per week, as well as three shorter sessions each week (a minimum of two in Key Stage One). Children are always made aware of the specific skill being taught, helping them to become metacognitive and reflective readers. All reading lessons are differentiated and thoughtfully resourced to support children at all levels. This ensures that every child can access the learning and make progress, including those learning English as an additional language. Our use of carefully selected texts - featuring global stories, inclusive narratives, and varied genres - helps build the background knowledge and empathy needed to read with depth and meaning. Throughout our reading curriculum, collaborative approaches such as paired reading, group discussions, book talk, and drama are used to encourage pupils to share ideas, listen respectfully, and value different viewpoints. This fosters a strong sense of community, mutual respect, and collective success.		

and enjoyment. We actively encourage children to share what they have learnt through the reading curriculum - whether through discussion, presentation, or creative response - so they can inspire others, spark curiosity, and foster a love of reading across our school community.	
Substantive Concepts The reading curriculum at Spring Lane is purposefully designed and systematically sequenced to develop substantive knowledge, enabling pupils to become skilled, thoughtful, and independent readers. We want all children to develop a secure grasp of how texts work, how meaning is conveyed, and how readers interact with what they read. Our curriculum ensures that pupils build strong foundations in decoding, fluency, comprehension, and vocabulary, while also learning to engage critically and appreciatively with a diverse range of high-quality texts. By deepening their understanding of literary and non-fiction texts, pupils are empowered to read for knowledge, enjoyment, and lifelong learning. These are the four central substantive concepts in our reading curriculum: • Decoding – The ability to apply phonic knowledge and strategies to accurately read unfamiliar words, building confidence and independence in early reading. • Fluency – Reading with appropriate pace, accuracy, and expression to support meaning and enable deeper comprehension of increasingly complex texts. • Comprehension – Understanding and interpreting what is read, including retrieving key information, making inferences, summarising ideas, and evaluating language and structure. • Vocabulary Development – Broadening and deepening children’s knowledge and understanding of words, including word meaning, morphology, and contextual usage.	Disciplinary Concepts The reading curriculum at Spring Lane is clearly sequenced to develop disciplinary knowledge, enabling children to approach texts as active, analytical, and thoughtful readers. This knowledge helps pupils understand how to use reading skills to interpret meaning, explore authorial intent, and respond to texts with insight—becoming real readers who read with purpose, curiosity, and critical awareness. The following areas form the core of our disciplinary knowledge in reading: • Developing Vocabulary – Understanding and applying new and ambitious vocabulary in context to support meaning and comprehension. • Making Inferences – Drawing conclusions from clues in the text and reading between the lines to understand characters, themes, and intentions. • Identifying Authorial Intent – Recognising how writers use language, tone, and structure to create meaning and influence the reader. • Fluent Reading – Reading with appropriate pace, expression, and intonation to enhance understanding and engagement. • Retrieving Information – Locating and selecting evidence from a text to support answers and ideas. • Predicting and Summarising – Anticipating what might happen next and condensing key ideas to support overall comprehension. • Making Comparisons – Linking ideas, themes, and viewpoints across texts and explaining similarities and differences. • Understanding Text Structure – Recognising how different genres and formats are organised, and how these affect meaning and interpretation.
Impact The impact of our reading curriculum is seen in children who read with confidence, curiosity, and critical awareness. They engage with texts not just to understand, but to question, reflect, and connect ideas - developing into lifelong readers who see reading as a gateway to knowledge, empathy, and personal growth. Our pupils recognise the power of reading to shape their thinking, expand their worldview, and help them navigate an increasingly complex and interconnected world. Through exposure to a broad range of high-quality texts - including diverse authors, cultures, and perspectives - children build emotional literacy, cultural awareness, and a deep appreciation for the richness of human experience. Reading becomes more than a skill; it becomes a tool for understanding identity, relationships, and global issues - equipping pupils with the insight and compassion needed to thrive in the 21st century. Children develop fluency and comprehension that allow them to read with both accuracy and expression. As they progress through school, they become increasingly independent readers, capable of navigating a variety of genres and sources, both in print and digital form. They learn to think critically by retrieving information, interpreting meaning, evaluating authorial intent, and making connections across texts and disciplines. Our consistent, inclusive approach ensures all children, including those with SEND or limited exposure to reading outside of school, develop strong foundations and a love of reading. Whether through whole-class discussions, book talk, or collaborative inquiry, pupils learn to listen, respond, and articulate their thinking with confidence. They leave Spring Lane not only as skilled readers, but as thoughtful individuals who are equipped to participate in modern society - ready to learn, lead, and contribute to the world around them. Pupils’ reading knowledge and skills are assessed using the following: • Retrieval and fluency practice embedded daily, reinforcing key vocabulary and comprehension skills. • Assessment for learning through questioning, discussion, and live feedback in every session. • Pupil voice to understand how children perceive themselves as readers and how they apply reading skills beyond the classroom. • Summative reading tasks aligned with content domains, national assessments and key reading skills, moderated for consistency and progress across cohorts.	
Equity and inclusion – removing barriers Spring Lane’s reading curriculum aligns with our core principles of relevance, experiences, and collaboration to remove barriers and promote equity for all learners. By embedding reading in meaningful contexts - reflecting pupils’ lives, identities, and the wider curriculum - it ensures that all children see themselves represented in texts and understand the value of reading in their own lives. Carefully chosen, high-quality texts expose pupils to a broad range of voices, cultures, and lived experiences, supporting those with limited access to diverse literature or language-rich environments. These shared reading experiences build the background knowledge and vocabulary children need to read with understanding, curiosity, and confidence. Through collaborative strategies such as paired reading, guided discussions, and book talk, pupils learn from one another - developing empathy, mutual respect, and a strong sense of community through dialogue. These principles ensure that every child, regardless of background or ability, can access high-quality reading instruction, develop a love of reading, and grow into a thoughtful, informed, and inclusive reader.	