



Fir Tree's Reading Curriculum

At Fir Tree Primary School, we aim to develop confident, fluent and enthusiastic readers who read widely, think deeply and develop a lifelong love of reading. Reading is central to our curriculum and is taught both as a discrete subject and through opportunities to read and apply knowledge across the wider curriculum.

In the Early Years Foundation Stage and Key Stage 1, pupils develop their early reading skills through Read Write Inc. Phonics, providing a systematic and consistent approach to phonics, decoding and early comprehension. Phonics, reading and writing are closely connected, allowing pupils to apply the sounds and words they have learned in meaningful contexts. Pupils are taught in targeted groups so that teaching can respond closely to their individual stage of reading development. Regular assessment ensures that pupils' progress is monitored carefully and that additional support or challenge can be provided where appropriate. Children have regular opportunities to practise reading decodable texts matched to their developing phonic knowledge, building accuracy, fluency and confidence.

Talk is an important part of early reading. Pupils are encouraged to articulate their ideas, explain their understanding and practise new learning with a partner. Where pupils require additional support, targeted intervention and additional reading opportunities are used to help them keep up with their peers.

As pupils progress through Key Stage 2, reading develops beyond decoding and fluency towards increasingly sophisticated comprehension, interpretation and critical thinking. We use a whole-class reading approach, exposing pupils to a broad and varied range of high-quality texts and extracts. Fiction, non-fiction and poetry are explored regularly, ensuring that pupils encounter different authors, genres, structures, voices and perspectives. Whole-class reading lessons provide opportunities for pupils to explore texts in depth. Teachers model fluent and expressive reading, introduce and discuss vocabulary, and use carefully chosen questions to develop pupils' understanding. Pupils are encouraged to retrieve information, make inferences, explain their ideas, identify themes and patterns, analyse authors' choices and justify their responses using evidence from the text.

Reading lessons also provide opportunities to develop pupils' wider language and vocabulary. Unfamiliar words and phrases are explored in context, with pupils encouraged to make connections between words, consider their meaning and apply new vocabulary in their own speaking and writing.

Across the school, we value reading aloud and hearing high-quality texts. Pupils experience books and texts that broaden their knowledge of the world, introduce different cultures and perspectives, and provide opportunities for enjoyment, discussion and reflection. Reading is also closely connected to the wider curriculum, with pupils reading texts that support and deepen their understanding of subjects and topics they are studying. We recognise that becoming a successful reader requires regular practice. Alongside daily reading instruction, pupils are encouraged to read independently and widely, both at school and at home. We work closely with families to promote regular reading and develop positive reading habits.

By the end of primary school, pupils will have developed the fluency, vocabulary, comprehension and critical reading skills needed to access the wider curriculum successfully. Most importantly, we aim for every child to leave Fir Tree as a confident and enthusiastic reader who chooses to read for both pleasure and purpose.