

Reading: Intent, Implementation and Impact

Intent

At Billingham Church of England Primary School, our intent is to ensure that all pupils learn to read fluently, accurately and with understanding so they can access the full curriculum and develop a lifelong love of reading. Our reading curriculum is fully aligned with the Department for Education's Reading Framework and the expectations of the National Curriculum. We prioritise early reading and language development, recognise the Simple View of Reading, and ensure systematic synthetic phonics is taught with fidelity.

We aim for pupils to: develop secure decoding skills through a validated SSP programme; build fluency progressively through repeated practice and exposure to high-quality texts; strengthen comprehension skills through discussion, questioning and deep engagement with whole texts; and develop positive reading habits that extend beyond the classroom.

Implementation

Reading is taught through a carefully structured and sequenced curriculum. In EYFS and Key Stage 1, children are taught reading primarily through Little Wandle Letters and Sounds Revised, ensuring early success and consistency. Guided reading sessions closely match pupils' phonics knowledge, with a strong emphasis on decoding, prosody and comprehension.

From Year 2 onwards, reading is predominantly taught through whole-class reading sessions using high-quality, complete texts. Fluency is explicitly taught, enabling pupils to read automatically and accurately so they can focus on meaning. A wide range of fiction, non-fiction and poetry is used, selected with the support of Literacy Tree to ensure breadth, depth and contemporary relevance.

Home reading is carefully aligned to pupils' reading stage. Early readers access fully decodable texts, progressing to banded books and the Accelerated Reader programme in Key Stage 2. Regular assessment through phonics checks, Star Reading tests and Accelerated Reader quizzes informs teaching and targeted intervention.

Impact

As a result of our reading curriculum, pupils become confident, fluent readers who enjoy reading and can comprehend a wide range of texts. Children develop secure decoding skills early, reducing the need for later intervention, and any pupils who fall behind are quickly identified and supported.

Assessment data shows strong progress in reading across the school, with pupils increasingly reading independently and taking ownership of their reading choices. Pupils are well prepared for the demands of the Key Stage 2 curriculum and demonstrate positive attitudes towards reading, both in school and at home.