Reading at Keston Primary School

Curriculum Intent

At Keston Primary School, we believe that reading is the key to unlocking learning and enriching lives. We are committed to developing fluent, confident and enthusiastic readers who read widely, think critically and develop a lifelong love of reading.

Through a carefully sequenced curriculum, pupils progress from developing language, communication and phonological awareness in the Early Years, through systematic phonics teaching with Little Wandle Letters and Sounds Revised, to becoming skilled readers who can comprehend, analyse and evaluate increasingly complex texts. Our reading curriculum is built around high-quality and diverse texts that broaden children's knowledge of the world, develop empathy and expose them to rich language and vocabulary. Reading is taught as both a subject in its own right and a gateway to learning across the curriculum.

As a Rights Respecting School, we recognise every child's right to access high-quality literature that reflects the diversity of the world around them and broadens their understanding of the experiences of others. Through carefully selected texts, pupils develop empathy, respect and an understanding of different perspectives, supporting them to become informed, compassionate and responsible members of society.

Through explicit teaching, vocabulary development, purposeful discussion and our whole-school VIPERS approach, pupils learn to understand, interpret, question and respond to texts using evidence to justify their thinking. We place oracy at the heart of reading lessons, ensuring pupils can articulate ideas, discuss texts thoughtfully, debate viewpoints and engage in meaningful book talk.

Our Reading Learning Journey ensures that pupils develop as strategic readers through a carefully planned progression of decoding, fluency, vocabulary, comprehension and critical thinking. Reading is underpinned by rich talk, purposeful discussion and authentic engagement with high-quality texts. We aim for every child to see themselves as a reader and understand the transformative power of reading both within school and beyond. We recognise that reading fluency is essential for successful comprehension.

Alongside reading for learning, we prioritise reading for pleasure through daily storytime, class novels, reading events and exposure to a wide range of authors, genres and text types.

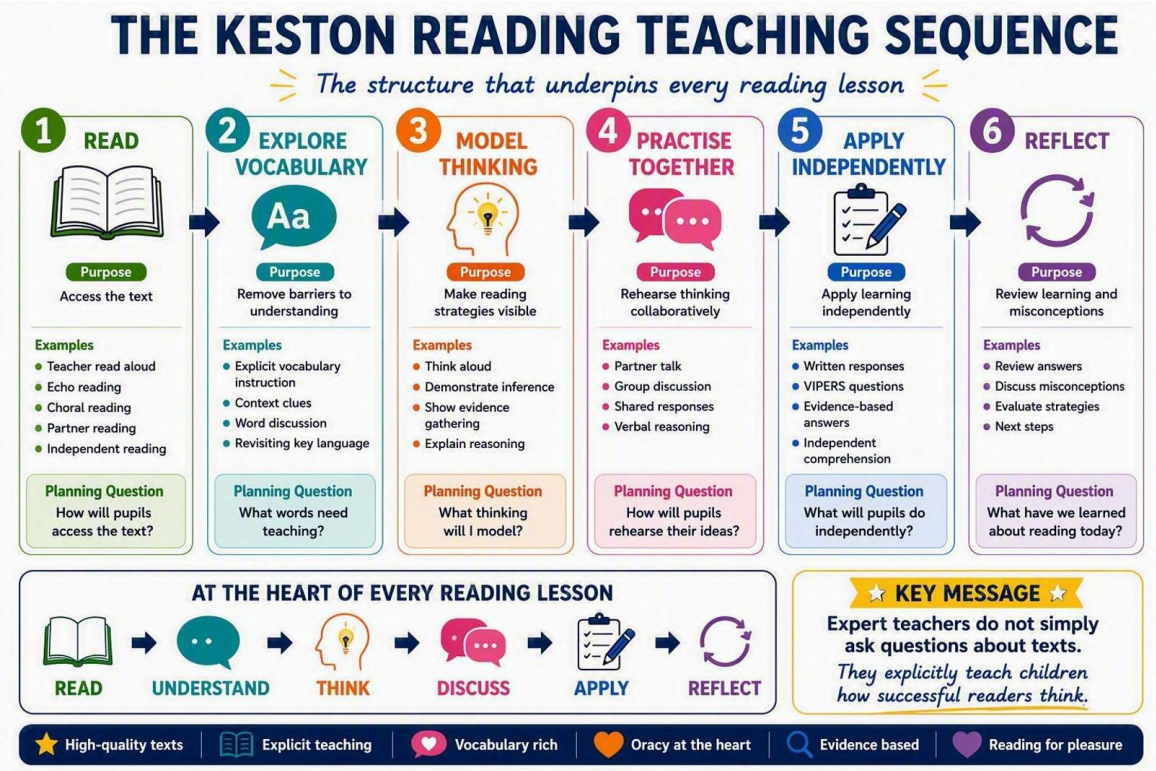


Curriculum Implementation

Our Reading Learning Journey provides a coherent progression of knowledge, skills, vocabulary and reading behaviours from Nursery to Year 6, ensuring pupils become increasingly strategic, fluent and independent readers. Reading begins in the Early Years with a strong focus on communication and language development, vocabulary acquisition, story immersion and early phonological awareness.

Systematic synthetic phonics is taught through Little Wandle Letters and Sounds Revised. Daily phonics lessons are delivered with fidelity to the programme and supported by assessment and targeted keep-up interventions. Whole-class reading lessons are centred around carefully selected, high-quality texts that provide rich opportunities for vocabulary development, comprehension, discussion and critical thinking.

Oracy is integral to reading at Keston. Carefully planned talk opportunities support pupils to rehearse ideas, explore viewpoints, justify responses and deepen comprehension through structured discussion and book talk.



Reading Fluency

Reading fluency is taught explicitly across the school as the bridge between word recognition and comprehension. Teachers model expert reading through regular read-alouds and shared reading experiences. Pupils participate in echo reading, choral reading, partner reading and repeated reading activities to develop accuracy, automaticity, prosody and stamina.

Explicit instruction supports pupils to recognise punctuation, understand phrasing, interpret meaning and use expression effectively.

Reading for Pleasure

Reading for pleasure is deliberately cultivated through daily storytime, class novels, author studies, library use, reading events and exposure to a diverse range of texts. Teachers act as reading role models and foster a culture where reading is valued, celebrated and enjoyed.

Curriculum Impact

The impact of our reading curriculum is evident in pupils who demonstrate the attitudes, knowledge and skills of successful readers. They read confidently, think critically, communicate effectively and engage enthusiastically with a wide range of literature.

- Read accurately, fluently and with increasing independence.
- Demonstrate automaticity and stamina when reading increasingly challenging texts.
- Read with expression and prosody.
- Apply VIPERS reading strategies effectively.
- Discuss texts confidently using evidence and high-quality vocabulary.
- Think critically about what they read.
- Use ambitious vocabulary from reading in spoken and written language.
- Participate confidently in discussion, debate and book talk.
- Make meaningful connections between texts, authors, themes and wider curriculum learning.
- Demonstrate empathy, respect and understanding of diverse experiences, cultures and perspectives.
- Read widely and frequently for both pleasure and purpose.
- See themselves as readers and actively choose to read beyond the classroom.

The success of the reading curriculum is measured through pupil outcomes, Little Wandle assessments, fluency assessments, formative assessment, pupil voice, lesson visits, book scrutiny and statutory assessment outcomes. Through reading, pupils develop the confidence, curiosity, resilience and empathy that support them to succeed as learners and citizens. As a Rights Respecting School, we aim for pupils to understand both their rights and responsibilities, using reading as a vehicle to explore fairness, equality, diversity and inclusion. The reading curriculum contributes significantly to the school's wider vision by preparing pupils to participate fully in their communities and engage positively with the wider world.