

Reading Vision Statement

Our Vision

At Highburton First Academy, reading is central to our curriculum and school ethos. Our intent is to cultivate confident, fluent readers who can access, understand, and enjoy a broad range of high-quality texts. We aim to build strong foundational reading skills while fostering a lifelong love for reading. Through deliberate vocabulary development, fluency practice, and comprehension strategies, we equip children with the tools needed to become independent readers capable of engaging with a variety of genres and authors. Our approach is inclusive and structured, yet flexible enough to respond to the needs of all learners, including our lowest 20% of readers.

What this looks like in practice:

Reading is taught through a carefully sequenced and consistent structure across school, built around four core sessions that progress from vocabulary introduction to deep comprehension:

Session One – Vocabulary Focus

Teachers introduce the genre and features of the new text (e.g., narrative, persuasive, poetry), using visual prompts and simple definitions. Vocabulary is carefully selected to be transferable across contexts and is taught using an echo reading strategy ("my turn, your turn"), with picture prompts and actions to support understanding. Word complexity and sentence length increase with year group expectations. In Year 2, vocabulary teaching aligns with the **Little Wandle** scheme.

Session Two – Fluency Focus

Teachers recap vocabulary using echo reading and model fluent reading with a focus on expression, pace, and pausing. Pupils echo read in short sections, gradually increasing in length from Year 2 through Year 5. Text-marking is modelled by the teacher and used by children as a tool to support partner reading, helping pupils mirror intonation and develop prosody. Adults listen in and provide targeted feedback.

Session Three – Fluency and Inference

Vocabulary is revisited through echo reading. Teachers model expressive reading of a new section and explicitly demonstrate inferencing strategies through think-alouds and role-play. Comprehension questions are discussion-based and draw on **VIPERS** (with a focus on retrieval and inference). Pupils highlight evidence in texts, developing their ability to locate answers and engage in test-style strategies. Children are grouped based on progress data, with the lowest 20% receiving targeted support.

Session Four – Comprehension Development

This session focuses on identifying key ideas, making inferences, and summarising. Teachers model and scaffold comprehension skills. Children begin to record answers in Years 4 and 5, building familiarity with **SATs and NFER-style** question formats using language informed by the **Diane Stinson question stems**. Test technique is explicitly taught in the lead-up to assessment windows to ensure pupils are confident in approaching unfamiliar formats. Reading for pleasure is also embedded throughout the day: post-lunch independent reading, class novel time, and DEAL (Drop Everything and Listen) provide further opportunities for children to immerse themselves in a variety of texts. Class reading areas feature five zones—spotlight author, multicultural, topic, fiction/non-fiction, and poetry—to ensure access to diverse voices and genres. Each class is assigned a "Class Author" to help children make informed reading choices and explore a wide range of literary styles throughout their school life.

Impact

Children at Highburton First Academy become fluent, thoughtful readers with strong comprehension and vocabulary skills. The structured sequence of reading sessions ensures that children can read with expression, understand vocabulary in context, and answer a range of question types with increasing independence. Regular reading practice builds confidence and stamina. Through consistent exposure to high-quality texts and carefully modelled strategies, pupils are able to access the wider curriculum and articulate their understanding with clarity. Assessment through teacher judgment, NFER tests, and SATs-style questions informs future planning and ensures targeted support for those who need it most. Children leave Highburton as enthusiastic, capable readers who read for both purpose and pleasure, with the tools and habits needed to thrive in their next stage of education and beyond.

<u>Session</u>	Activity	Notes
<u>Session One</u> Vocabulary	<ul style="list-style-type: none"> When introducing a new text you may: state the genre, features of the text (narrative, non-fiction, fairy tale, persuasive language, rhythm in poetry e.t.c.) Vocabulary list – with picture prompts, actions if possible <i>My turn, your turn echo read approach</i> <p>Year 5– Echo read – teacher reads between 3-4 sentences at a time – children echo.</p>	<p><i>Amount of words increase per year (Year 2 – 3/4 words, Year 3 – 4/5 words, Year 4 – 5/6 words, Year 5 – 6/7 words)</i></p> <p><i>Ensure the definitions are simple and short allowing the children to echo repeat and understand easily</i></p> <p><i>Year 2 follow Little Wandle scheme – this provides vocabulary.</i></p> <p><i>Vocabulary – transferable (words that can be used in different context), not topic specific</i></p> <p><i>Teachers select the vocabulary that they think that children would benefit from to access the text within the context of the text.</i></p>
<u>Session Two</u> Fluency	<p>Teacher:</p> <ul style="list-style-type: none"> Recap vocabulary list (My turn, your turn echo) Models reading the text. Teacher models the purpose of the read (expression, pace, pausing etc). My turn, your turn sequence – short section – children engage in echo reading. <p>Children read the text in partners – adult to listen in to groups, addressing and obvious errors.</p> <p>Year 2 – Little Wandle fluency – Prosody – section – echo reading</p> <p>Year 5– text mark – teacher models text marking on a short section of the new part of the text. Teacher then continues to read and children then text mark listening to the adult model. Children then go into partner 1 and 2 readers talking turns to read using the written text marking.</p>	<p><i>Echo reading should allow all children to mirror the pace and intonation expected of the text.</i></p> <p><i>(Year 2 – 1 sentence, Year 3 – 2 sentences, Year 4 – 3 sentences, Year 5 – 4 sentences)</i></p> <p><i>Depending on age, the number of sentences read at one time increases through the age groups.</i></p>

<p><u>Session Three</u> Fluency</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Recap vocabulary (my turn, your turn sequence) Models reading the text – this may be the next part./pages of the text. Teacher models the purpose of the read (expression, pace, pausing etc). Teacher models the process of inference used to unpick the text Thinks out loud – teacher in role Simple oral questions (discussion based, using VIPERS 4/5 maximum – you do not need all of the VIPERS questions every question lesson – heavily retrieval) Children to highlight answers in the text – test technique <p>Year 2– another session on echo reading and partner reading – Repeated reading section of Little Wandle Fluency scheme.</p> <p>Year 3 – day 2 of echo read to hear text again.</p> <p>Year 5– may introduce a new part of the text – children orally explore questions through discussion.</p>	<p><i>Questions should be worded appropriately using Diane Stinson document on SATs question wording on both fiction and non-fiction to support.</i></p> <p><i>Children targeted in groups based on pupil progress – bottom 20% may need support and retrieval questions. Teacher to model.</i></p>
<p><u>Session Four</u> Comprehension</p>	<ul style="list-style-type: none"> Identifying key points modelling inference modelling summarising – show understanding of the text context. <p>Developing questioning strategies throughout.</p> <p>Year 2 only – comprehension part of Little Wandle scheme</p> <p>Y2/Y3 – Orally with some modelling – possibility some recorded answers</p> <p>Y4/Y5 – Record answers – not in full sentences</p>	<ul style="list-style-type: none"> <i>Use Diane Stinson document on SATs question wording on both fiction and non-fiction to support.</i> <i>Target groups from Pupil progress meeting.</i>

(NFER and SATS style question when appropriate)

NFER tests occur in last week of the first half term

Address test paper question styles - Second half terms - 1 week before NFER tests – to ensure children understand exam style techniques