



Blackpool Gateway Academy

READING GUIDANCE

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Updated January 2026



Blackpool Gateway Academy is part of Fylde Coast Academy Trust
"Learning today for a brighter tomorrow"

CURRICULUM INTENT

At Blackpool Gateway Academy, we recognise the importance that reading has in the life of a child and an adult. We work hard to ensure all children are provided with sequenced learning opportunities that provide a depth and progression of knowledge and skills enabling all to become skilled and confident readers through a rigorous reading provision within school. It is our aim to ensure all children leave school capable readers of fiction, non-fiction and poetry with a lifelong love and enjoyment of reading. Furthermore, we acknowledge the locality of the school and the implications this has on our curriculum and have planned a routinely and considered approach to curriculum design and delivery that accounts for SEND and EAL pupils whilst simultaneously raising the pupils' vocabulary knowledge, oracy capabilities and exposure to literature.

By the end of KS2, it is our intention that pupils are able to:

- read with purpose, confidence, fluency and understanding
- have an interest in books and read for pleasure
- use books and what they have read to influence their imaginations and develop their writing style
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms
- be an active listener, confident in discussion capabilities and engage in conversations in a range of contexts
- understand a range of text types and genres
- display their understanding of different texts both verbally and in written form
- achieve in line with national averages

Securing Cultural Capital

As part of giving children a broad and rich approach to reading, we provide the children opportunities that will give them knowledge of how to succeed in life, giving them opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- Visits from authors throughout the year
- Engage in choral reading performances
- Involvement in days such as World Book Day
- Working alongside the National Literacy Trust via the #GetBlackpoolReading initiative and National Year or Reading initiative
- Working alongside the English Hub.

Above all, we value the quality of our reading curriculum (which follows the national curriculum) and its implementation, as this will ensure pupils are given the optimum opportunity to take advantage of opportunities, responsibilities and experiences of later life.

CURRICULUM IMPLEMENTATION

Progression Document

The programme of study at Key Stage 1 and 2 focuses on the 2 key elements as outlined in the National Curriculum.

- Word Reading
- Comprehension

Children at Blackpool Gateway Academy begin their learning journey in EYFS, where they start the Read Write Inc (RWI) Phonics Scheme. This is taught systematically until the end of Autumn Term in Year 2. In the Spring Term in Year 2, the children then transition onto the RWI Comprehension scheme, which allows children to develop their written comprehension ability. In the Summer Term, children then begin the Reading Comprehension journey. Our Reading Comprehension lessons give children the chance to explore the understanding and depth of texts, develop a confidence in reading aloud to the class and produce writing based upon their reading. These skills are then covered for the remainder of their time at Blackpool Gateway Academy. Our taught reading sessions are then supplemented by further incentives and initiatives to enhance reading throughout the school community.

RWI Phonics

In RWI Phonics, children will learn the different graphemes and their sounds (including letter formation), how to blend sounds into words and how to apply this phonic knowledge to reading and writing. Children will remain on the RWI Phonics scheme until they are competent in all of the sounds and can read with fluency. Children will be taught for 45 minutes per day, with interventions provided daily for those children who aren't making intended progress. This work is completed orally, but the use of their RWI books are to be used to evidence children's learning.

This is delivered systematically in accordance with the Read Write Inc Phonics Handbook.

Feedback & Assessment in RWI Phonics

- Verbal feedback is given instantaneously throughout RWI phonics sessions and is built into the daily routine of the sessions.
- Pupils are assessed 1:1 at the end of each half term & Y1 pupils sit the PSC in June, with any children who do not pass in Year 1 re-sitting the PSC in Year 2.

Expectations

- Teachers teach rigidly to the RWI Phonics Scheme and act upon feedback from the RWI Leader.

RWI Comprehension

Children will be taught for a term on the RWI Comprehension scheme upon completion of RWI Phonics. This is to be taught daily for 30 minutes, with children completing one module per week, and will be evidenced daily in comprehension folders. Children will learn to simultaneously develop their fluent application of phonics and comprehension of a text. They will also be taught explicitly the skills of how to write answers to comprehension questions. During these sessions, children will be given the opportunity to read aloud to themselves, a peer or the class.

This is delivered systematically in accordance with the Read Write Inc Comprehension Handbook.

Feedback & Assessment in RWI Comprehension

- Both verbal and written feedback will be evident in exercise books for each piece of work in accordance with the Feedback Policy. This will act as a formative assessment and will

inform planning and interventions.

- Using the Focus Assessment Grids (inside cover of the comprehension folder), teachers will assess the objectives on a half termly basis. Objectives should be highlighted in green when a child has shown they have mastered the skill with the date to show when it has been achieved.

Expectations

- Plan well structured, high quality reading lessons, following the RWI Comprehension structure.
- Actively use Complex Speed Sounds display throughout teaching.

Reading Comprehension

Children will further develop their reading skills through skills-based comprehension lessons, which are to be taught daily for 30 minutes. The format for these lessons follows a structured comprehension learning approach in each class. This involves several key stages. Initially, students learn the text through teacher reading, where the teacher models fluent reading, followed by choral reading where students read the text together aloud to build fluency. Additionally, students engage in role plays to internalise the text, take part in hot seating to explore character motivations, participate in reader's theatre for expressive reading, and annotate the text with notes, questions, and comments to encourage active engagement.

After becoming familiar with the text, students focus on vocabulary work. They identify and highlight tricky vocabulary, defining these challenging words using dictionaries. This is followed by contextual discussions where students talk about the newly learned words to deepen their understanding.

The next stage involves question stems and discussion. Teachers lead discussions on various question stems related to the text, including vocabulary, inference, prediction, explanation, retrieval, and summarising. These discussions help students process the text more deeply and from multiple angles, enhancing overall comprehension. This prepares them for the final stage of the lesson, where they individually complete different questions to help them learn, internalise, and analyse the text independently. At the end of each week, pupils complete a comprehension reading test. This is used to consistently assess each pupil's reading comprehension ability.

Feedback & Assessment in Reading Comprehension

Feedback and assessment are integral to these comprehension lessons. Both verbal and written feedback are provided in exercise books for each piece of work, following the Feedback Policy. This formative assessment informs planning and interventions. Additionally, pupils sit standardised assessments three times a year at the end of each term. These assessments provide valuable data on students' progress, allowing teachers to identify areas of strength and areas needing improvement. The results help inform future teaching and intervention strategies, ensuring that each student receives the support they need to succeed. We also use PM Benchmarking to assess the reading age of each child who is reading above an age 5 expected level. These assessments take place termly and allow us to identify gaps in pupils' learning, particularly where comprehension is the identified area for development.

Expectations

Expectations for these lessons include planning well-structured, high-quality reading sessions that follow the comprehension-based structure. A range of high-quality texts, including fiction, non-fiction and poetry are used. Teachers aim to teach reading in a creative way allowing for a lot of oracy and engaging exploration of question types and vocabulary, followed by a written comprehension lesson on Friday each week. Tier 2 vocabulary is introduced each week. Relevant displays, such as the fluency poster and complex speed sounds display, are actively used throughout teaching.

Intervention Programmes

Children who are assessed to be below Age Related Expectations (ARE) will be prioritised for an intervention programme. The use of 1:1 reading sessions, Toe by Toe and Optima are used to enhance progress and close the reading gap. For pupils entering KS2 having not completed the RWI Phonics Scheme, they will then have RWI boosters on a 1:1 basis, delivered systematically in accordance with the Read Write Inc Handbook.

Enhancing Implementation

In order for the implementation of reading to be successful and to ensure that pupils read with purpose and pleasure, teachers must have expert knowledge. A range of strategies are to be put in place to ensure teachers have the knowledge and skills to teach reading to a high proficiency.

- High quality displays in classrooms and shared areas promoting reading for purpose, including cross-curricular links and pleasure.
- High quality CPD (both internal and external).
- Regular staff meetings to ensure updates are passed on and communication effective.
- Support to teachers on an individual basis when required.
- Team teaching and peer support.
- Opportunities to observe good practice (internally or in other FCAT schools).
- Coaching and monitoring to ensure high standards and understanding at each stage.

In addition to the teaching of reading, we provide children with opportunities to develop their love of reading through supporting home reading via the RWI scheme, our school library books and home reading books and a digital library. We actively promote reading through book talk as opposed to an incentive-based approach as we look to develop intrinsic motivators for all our readers/children. At Blackpool Gateway Academy, we also take pride in our reading environment and parental engagement, having a parent and carers book library which is wheeled out at drop off and pick up times.

Home Reading

- Pupils on the RWI Phonics/Comprehension schemes will be given a RWI book weekly in accordance with their RWI level. Home Reading is to be recorded in their reading log books.
- Pupils learning through Reading Comprehension will be given an Oxford Reading Tree and Big Cats Book weekly in accordance with their ORT level to be recorded in their reading log books.
- All pupils have access to the ePlatform eLibrary.
- Tracking of home-reading is completed by classroom staff.

Opportunities for Reading

- Pupils in EYFS will have a selected story read to them three-five times per day.
- Pupils throughout KS1 and KS2 will have stories/novels read to them daily in a designated story time.
- Pupils will be given time to read appropriate aged books independently throughout the school day throughout the whole school.
- Pupils also have a weekly library slot.

Celebrating Reading

- A fortnightly certificate will be awarded for reading across KS1 and KS2 in our Achievers' Assembly.

- The school will participate in World Book Day.
- Ongoing promotion of reading will take place via Dojo to encourage a love of reading.
- Reading will be celebrated predominantly through displays, the environment and discussions in the classroom.

Parental Engagement

- For pupils accessing RWI, the corresponding lesson videos will be sent to parents via Dojo and we run a Reception Phonics session to help parents understand the importance of Phonics and early reading.
- Blackpool Gateway Academy will work in partnership with The Literacy Trust to promote the #GetBlackpoolReading initiative with our parents and the National Year of Reading initiative.
- Reading is celebrated in the newsletter.
- Information on supporting pupils with reading is frequently distributed via newsletters and the school website.

Reading Environment

- Each class will display the Complex Speed Sounds chart.
- Each classroom will have a reading area.
- Reading will be celebrated and promoted in all areas of school.
- Topic-related books will be available in the classroom.

CURRICULUM IMPACT

Our measures of success for Reading will be that:

- that the curriculum for Reading is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in Reading is building to the end points outlined earlier and that pupils are being prepared for their next stage of education
- as Readers children will develop skills and attributes they can use beyond school and into adulthood.

In order to assess that the implementation of the reading curriculum is having a positive impact on learning, a range of assessment tools are to be used. The pupils will sit statutory national assessments in Year 1 (phonics screening) and Year 6 (SATs). Year 2-5 complete termly Reading assessments and Benchmarking to assess reading progress. Additionally, first-hand evidence of how the pupils are doing will form the basis of the impact of the curriculum. The evidence for this will be collected in a range of ways, including:

- lesson observations (carried out by SLT and subject lead)
- exercise book and reading journal scrutinies
- pupil voice
- classroom environment monitoring and learning walks, with an emphasis on high expectations
- Half-termly moderation with the English Team to ensure judgements are secure

In addition to first-hand evidence, impact will also be tracked through the internal assessment data. This data is collected for the purpose of assessing pupil progress as the pupils move towards their end goals. It will allow teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly and receive intervention. It will ensure children are on track for the next stage in their education and those that are not can be identified

(through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made.

As a result of the above, children will be given the optimum opportunity to: read with confidence, fluency and understanding; have an interest in books and read for enjoyment; use books and what they have read to influence their imaginations and develop their writing style; have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms; understand a range of text types and genres; display their understanding of different texts both verbally and in written form and achieve in line with national averages.

Inclusion

(including SEND, EAL, Disadvantaged and Gifted)

We aim to provide opportunities for all pupils to reach their potential in Reading no matter what their starting points. All children are provided with equal access to our Reading curriculum.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. The Reading curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language.

Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed.

Where necessary, teachers will use interventions to help pupils improve their attainment.

Nurture

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our Reading policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self- confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the features of effective practice to support teaching and learning in Reading.