

# A GUIDE TO READING AT LONGMOOR

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**Longmoor**  
Community Primary School



## Vision

At Longmoor, we believe that reading is the foundation of learning, unlocking knowledge, fostering imagination, and enabling children to become independent, critical thinkers. We are committed to developing confident, fluent, and engaged readers who read for both purpose and pleasure.

The National Curriculum emphasises the importance of reading as a fundamental skill that underpins success across all subjects. It highlights two key dimensions:

- Word reading – developing phonic knowledge, decoding skills, and word recognition to build fluency.
- Comprehension – understanding, interpreting, and engaging with a range of texts, supported by discussion and reflection.

By the end of primary school, all children should be able to read fluently and with confidence in any subject, preparing them for the next stage of their education.

At Longmoor, reading is central to our curriculum. We ensure that children are taught to read with fluency, accuracy, and understanding through systematic phonics, high-quality teaching, and a rich literary environment. Our curriculum provides opportunities to read widely, discuss texts critically, and explore diverse literature, fostering a deep appreciation for reading.

We recognise that reading and writing are intrinsically linked. By engaging with a range of fiction, poetry, and non-fiction, children develop a deeper understanding of how language works, allowing them to express themselves more effectively in writing. Through meaningful discussions and exploration of texts, we empower children to make sense of the world around them and their place within it.

Above all, we aim to instil in every child a lifelong love of reading. We nurture enthusiastic, independent readers who are curious, reflective, and equipped with the skills and confidence to thrive in an increasingly complex world.

# Curriculum Design

At Longmoor, our reading curriculum is designed as a seamless progression from early phonics to advanced comprehension, ensuring all children become fluent, confident readers who engage critically and thoughtfully with texts. Our approach is underpinned by three key strands that work together to develop a rich reading culture:

## Early Reading & Phonics (EYFS – Year 2)

In Nursery and Reception, children embark on their reading journey through systematic synthetic phonics using the Read Write Inc. programme. This provides a structured approach to decoding, enabling early success in reading.

Through daily Read Write Inc. lessons, children:

- Learn 70+ phonemes and their corresponding graphemes using engaging picture prompts.
- Develop decoding skills through 'Fred Talk' (sounding out words) before progressing to fluent reading.
- Read age-appropriate books that match their phonetic knowledge to build confidence and fluency.
- Enhance comprehension by discussing and answering questions about the stories they read.
- Develop early spelling and writing skills by applying phonics knowledge.
- Grow into expressive and fluent readers who can read aloud with confidence using a 'storyteller voice'.

By the end of Year 1, children are expected to have developed secure phonic knowledge and decoding skills, preparing them for the transition to a more comprehension-focused reading approach in Year 2 and beyond.

## Developing Comprehension & Fluency (Year 2 – Year 6)

From Year 2 onwards, children move from Read Write Inc. to Pathways to Read, a structured whole-class reading approach that builds on the foundation of phonics while embedding deep comprehension skills. Pathways to Read ensures that children:

- Continue to develop fluency through reading high-quality texts.
- Expand their vocabulary, learning to infer meaning from context.
- Learn to retrieve, interpret, and summarise information effectively.
- Develop skills in prediction and language analysis, helping them engage critically with a text.
- Encounter a broad and diverse range of literature, including fiction, non-fiction, and poetry.

Pathways to Read is designed with three tiers of progression:

- Ongoing skills – Taught through reading and discussion across the curriculum.
- Core skills – Focused on prediction, vocabulary, and retrieval.
- Mastery skills – Deep comprehension skills that are explicitly taught and developed over time.

This progressive structure ensures that as children move through Year 2 to Year 6, they become independent readers capable of analysing and interpreting increasingly complex texts with confidence.

## **Reading for Pleasure**

At Longmoor, we believe that instilling a lifelong love of reading is just as vital as developing technical reading skills. To foster enthusiasm and engagement, we provide a wide range of opportunities for children to read for pleasure:

- Inviting reading spaces – Each classroom has a dedicated reading area, filled with carefully selected books that celebrate both literary heritage and contemporary authors.
- Daily 'Drop Everything and Read' (DEAR) – Children have protected, uninterrupted reading time to explore books independently.
- Story Time – Teachers model fluent and expressive reading, allowing children to enjoy the magic of storytelling.
- Parental Engagement – Events such as 'Snuggle Up and Read' encourage families to engage with reading at home and at school.

## **How Our Curriculum Ensures Success**

By combining systematic phonics instruction (Read Write Inc.) with a structured whole-class reading programme (Pathways to Read), Longmoor's reading curriculum provides a clear and cohesive journey from early decoding to advanced comprehension. This approach ensures that all children:

- Develop strong decoding, fluency, and comprehension skills.
- Are exposed to high-quality literature from diverse backgrounds.
- Engage in reading across all subjects, building knowledge and cultural awareness.
- Are fully prepared for the reading demands of secondary education and beyond.

Through this carefully structured approach, we ensure that every child at Longmoor leaves primary school as a confident, fluent, and enthusiastic reader who is ready to thrive in an increasingly literacy-rich world.



# Teaching Pedagogy

## How We Teach Reading at Longmoor

At Longmoor, we follow a structured, research-driven approach to the teaching of reading, ensuring all children develop the skills they need to become fluent, confident, and engaged readers. Our approach is rooted in systematic synthetic phonics (Read Write Inc.), which transitions seamlessly into whole-class comprehension teaching (Pathways to Read) as children progress through school.

### Read Write Inc. (RWI) Phonics Lessons (Nursery – Year 2)

We use the Read Write Inc. programme to systematically teach phonics, ensuring that children acquire the skills needed to decode words accurately and fluently. RWI is underpinned by the five Ps, which are essential for successful phonics teaching:

- **Pace** – Lessons are delivered at a brisk pace to maintain engagement and optimise learning time.
- **Praise & Positive Teaching** – A high-energy, positive environment encourages motivation and confidence.
- **Purpose** – Every activity is carefully structured to ensure maximum learning.
- **Participation** – Partner work and oral rehearsal support active learning and ensure all children are engaged.
- **Passion** – Teachers bring lessons to life through enthusiasm, making learning enjoyable and memorable.

All reading teachers receive extensive training and ongoing support to deliver high-quality, consistent lessons that show fidelity to the programme. Every lesson includes opportunities for children to review, practise, and apply their phonics knowledge in multiple reading opportunities, reinforcing learning and building fluency.

### Progression Through Read Write Inc.:

- **Nursery** – Children begin their phonics journey informally, learning the first 16 single sounds through play-based activities. This prepares them for formal phonics instruction in Reception.
- **Reception** – From day one, children engage in structured phonics lessons. By week 8, they are grouped by ability and begin blending CVC words and reading simple sentences. Lessons build progressively until children apply their decoding skills to full phonics-based reading books.
- **Year 1** – Children receive daily 45-minute phonics lessons where they:
  - Learn a new sound each session.
  - Revise previously learned sounds.
  - Practise segmenting and blending new words.
  - Read matched phonics books in a structured 3- or 5-day cycle to develop fluency and comprehension.

- Year 2 – Phonics lessons continue until children become fluent, confident readers who can read aloud using intonation and expression ('storyteller voice'). Once they securely pass the phonics phase, children complete an RWI comprehension unit, designed to support their transition into KS2 and Pathways to Read.

## **Pathways to Read (Year 2 – Year 6)**

From Year 2 onwards, children transition from phonics-based learning to a whole-class reading approach through Pathways to Read. This programme builds on the decoding and fluency skills developed in RWI, focusing on deep comprehension.

Each weekly Pathways to Read session integrates:

- Word reading – Strengthening fluency, vocabulary, and decoding skills.
- Comprehension skills – Teaching the six key reading skills (outlined in the vertical concepts).
- A range of texts – Each half-term, children study high-quality fiction, non-fiction, and poetry from a diverse range of authors.

## **Key Features of Pathways to Read:**

- Vocabulary Development – Each session prioritises ambitious vocabulary, ensuring children understand new words and can use them in their own speech and writing. Vocabulary is explicitly taught, revised, and reinforced across the curriculum.
- Deep Comprehension – Lessons focus on retrieval, inference, prediction, summarising, sequencing, and language choice, ensuring children think critically about texts.
- Text-Driven Learning – Each half-term, a core text is explored in depth, with activities designed to analyse, discuss, and interpret meaning.

## **Integration with Pathways to Write**

Pathways to Read is closely linked to Pathways to Write, ensuring that children apply their reading skills in meaningful writing opportunities. The shared texts between reading and writing sessions allow children to:

- Use their comprehension skills to analyse a text's themes and structure.
- Draw upon their reading to enhance their writing, applying ambitious vocabulary and sentence structures.
- Develop higher-order thinking skills, engaging critically with texts and making meaningful connections between reading and writing.

By embedding a cohesive, structured, and research-based approach to reading across all year groups, we ensure that every child at Longmoor develops a lifelong love of reading, equipped with the skills they need to thrive in secondary school and beyond.

# Subject Specific Adaptations

At Longmoor, we ensure that all children receive the support and challenge they need to succeed as readers. Through careful assessment and targeted interventions, we adapt our reading provision to meet individual needs, ensuring that no child is left behind.

## Fast Track Phonics Interventions (EYFS – KS2)

For children requiring additional support in phonics, teachers provide high-impact, short-burst interventions designed to reinforce, revisit, and embed key learning.

- The bottom 20% of readers in every class receives daily 1:1 phonics interventions with a highly trained phonics teacher. These 5–10-minute targeted sessions can address misconceptions, reinforce previous learning, and ensure that children ‘keep up, not catch up’.
- Phonics teachers may also proactively identify other children who could temporarily benefit from intervention to maintain their progress in line with age-related expectations.
- In KS2, this intervention can be carefully tailored for children who still require phonics reinforcement, ensuring they can fully access the reading curriculum. KS2 phonics interventions might focus on decoding multisyllabic words, fluency, and application in comprehension.

These interventions are guided by precise assessment data, ensuring that individual needs are met quickly and effectively.

## Homogeneous Groupings for Phonics (EYFS & KS1)

Read Write Inc. groups children by phonics attainment rather than age, ensuring learning is always pitched at the right level.

- Children can progress at their own pace, moving to the next group only when they are ready, preventing gaps in understanding and disengagement.
- Regular assessment and regrouping can ensure that all children are working at an optimal level for their development.
- This approach can build confidence and fluency, as children read texts that align precisely with their decoding ability.

## ‘Pinny Time’ (Reception & KS1)

During continuous provision in Reception, and in structured learning time in KS1, teachers can engage in targeted, informal phonics reinforcement known as ‘Pinny Time’.

- Highly trained staff may individually target children, reviewing key sounds and words throughout the day.
- Frequent, low-pressure assessment can help identify misconceptions and gaps in real time.



- The approach is quick, repetitive, and interactive, embedding knowledge into long-term memory.

This strategy accelerates progress, ensuring that children move into full phonics lessons with a strong foundation.

## **Daily Readers (KS2)**

As children progress beyond phonics, fluency, stamina, and comprehension become the primary focus.

- From the beginning of KS2, all readers are ranked within each year group, allowing teachers to identify the bottom 20% for daily reading support.
- These children are read with individually every day, ensuring frequent assessment, feedback, and progress monitoring.
- Weekly Reading Sheets track progress and impact, allowing for early intervention where needed.
- All other children may read with an adult at least once per week to ensure steady progression and comprehension development.

This highly structured approach to reading support could ensure that children who need additional fluency practice receive consistent, targeted instruction to rapidly accelerate progress.

## **Additional Subject-Specific Adaptations in KS2**

While Pathways to Read provides a strong structure for whole-class teaching, teachers can adapt lessons to ensure that every child is supported and challenged appropriately.

### **1. Pre-Teaching of Vocabulary & Concepts**

- Teachers could introduce key vocabulary before reading sessions to support comprehension.
- Visuals, real-life examples, and videos may help bridge gaps in cultural capital.
- Techniques such as the Frayer Model and Word Aware could support vocabulary retention.

### **2. Tiered Questioning & Sentence Stems**

- Teachers can use scaffolded questioning to support children at different levels of comprehension.
- Sentence stems and talk frames may help children articulate their responses clearly.
- A gradual release of responsibility model (Model → Guided → Paired → Independent) can support independence.

### **3. Scaffolding for Comprehension Tasks**

- Graphic organisers such as story maps, inference grids, and Venn diagrams can support understanding.
- Chunking texts into manageable sections may help children process information more effectively.
- Close reading techniques (re-reading with different focuses) can enhance comprehension.

### **4. Fluency Interventions & Paired Reading**

- Paired reading could support struggling readers by providing peer modelling.
- Echo and choral reading may help with intonation, phrasing, and fluency.
- Reader's Theatre could engage children in expressive reading, improving fluency.

### **5. Adaptations for Greater Depth Readers**

- Teachers could use higher-order questioning to encourage critical thinking.
- Debates, Socratic seminars, and independent research tasks may challenge greater depth readers.
- Extended writing linked to reading texts could deepen analysis and synthesis skills.

### **6. Personalised Reading Strategies for SEND Pupils**

- Text-to-speech software and audiobooks could support comprehension.
- Coloured overlays and enlarged text may benefit children with dyslexia or visual processing difficulties.
- Flexible grouping and peer support could provide additional scaffolding where needed.

## **Why These Adaptations Matter**

By embedding these adaptive strategies into our reading curriculum, we ensure that:

- Phonics interventions can be timely, targeted, and effective, preventing gaps from widening.
- Children can receive instruction at precisely the right level, ensuring challenge without overwhelm.
- Ongoing assessment can inform teaching, allowing for dynamic, responsive interventions.
- Every child, regardless of starting point, could become a confident, fluent reader who can access the full curriculum.

These adaptations could ensure that Longmoor's reading provision is inclusive, aspirational, and fully responsive to the needs of all learners.

# Assessment

Assessment is central to our reading curriculum, ensuring that teaching is responsive to individual needs and that all children make progress towards becoming fluent, confident readers. We use a combination of formative and summative assessment to track progress, inform teaching, and provide targeted interventions where necessary.

## Phonics Assessment (Read Write Inc.)

### Half-Termly Assessments

Every half term, the Reading Leader completes an individual assessment with every child accessing phonics. This assessment evaluates:

- Decoding – ability to segment and blend words.
- Sound recognition – fluency in recognising taught phonemes.
- Fluency levels – ability to read an unseen text with accuracy and pace.

Children are then regrouped based on their results, ensuring that learning is always matched to their current level of development.

### Ongoing Formative Assessment

Reading teachers are trained to formatively assess children within every session. If a child is making rapid progress, they may move to the next group. This is done with careful consideration to ensure no gaps in learning occur.

### Sound Analysis Grid

Data from half-termly assessments is collated into a Sound Analysis Grid, which is shared with reading teachers and Fast Track Phonics tutors. This working document is updated whenever a child makes progress, ensuring that teaching and interventions remain precisely targeted to individual needs.

### Strong Start in Reception

To ensure all Reception children make a strong start, teachers conduct weekly informal assessments. These assessments help teachers to loosely group children before formal phonics instruction begins after the first 8 weeks. This early assessment allows for swift intervention where necessary, ensuring no child falls behind.

## Assessment in Comprehension (Pathways to Read – KS2)

As children transition from phonics to Pathways to Read, assessment shifts towards fluency, vocabulary development, and comprehension skills. Assessment in KS2 includes:

## **Formative Assessment (Daily & Weekly Checks)**

- Questioning & Discussion: Teachers actively assess comprehension through structured questioning, encouraging children to justify answers with evidence from the text.
- Retrieval & Vocabulary Checks: Frequent low-stakes quizzes and vocabulary recall activities assess children's ability to retrieve information and understand new words.
- Pupil Conferencing: Teachers may conduct one-to-one reading discussions to assess deeper understanding and fluency.

## **Summative Assessment (Half-Termly & End-of-Year)**

Every term, children complete an age-appropriate comprehension assessment, which evaluates:

- Retrieval and inference skills
- Understanding of vocabulary in context
- Ability to summarise and sequence events
- Authorial intent and language analysis

These assessments track progress against national expectations, ensuring children are developing the skills needed to access increasingly complex texts.

## **Fluency Tracking (KS2 Daily Readers)**

- Children in the bottom 20% of readers are identified for daily one-to-one reading.
- Weekly Reading Records track fluency, pace, expression, and stamina.
- All children read with an adult at least once per week, ensuring every pupil is assessed regularly.

## **Teacher Moderation & Data Tracking**

Assessment outcomes are reviewed in pupil progress meetings, allowing teachers to discuss strategies for supporting children who need additional intervention or greater depth challenges. Data is collated termly and compared against expected curriculum milestones to ensure progression across KS2.

## **Why This Assessment Approach Works**

By combining structured phonics assessment in EYFS & KS1 with comprehension tracking in KS2, we ensure that:

- Teaching is responsive, with children moving through reading stages at the right pace.
- Gaps in learning are quickly identified and addressed through targeted interventions.

- Children are prepared for the demands of secondary education, with secure phonics, fluency, and comprehension skills.

This rigorous assessment framework supports our vision of developing confident, fluent, and enthusiastic readers for life.









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