

Reading at St. Aidan's



We are Readers...





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At St. Aidan's, we believe that reading is the master key to all learning and the greatest gift we can give a child. It is the foundation upon which all other subjects are built, providing students with the critical thinking skills and vocabulary necessary to navigate an ever-changing world.

Beyond the academic benefits, we are dedicated to nurturing a genuine love for books that goes far beyond the classroom. By fueling our students' natural curiosity and encouraging them to explore diverse stories and big ideas, we empower them to become empathetic, independent thinkers. To us, every book opened is an invitation to a new world, and every page turned is a step toward a lifetime of discovery.

We aim to inspire and foster a love of reading amongst our pupils, Reception and Year 6 reading partners play a key role in unlocking a love for storytelling and sparks enthusiasm in our pupils.

We develop this love through exposing children to a range of high quality texts in our English and Reading lessons.





When our children leave St. Aidan's, we aim for every pupil to ...

Have a love for reading.

Be exposed to and enjoy reading a range of texts.

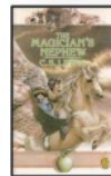
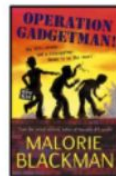
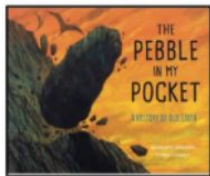
Read with fluency and prosody

Be able to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Make comparisons within and across books.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Be able to write for a range of audiences and purposes using accurate grammatical features and a wide range of ambitious and effective vocabulary which draws on what they have read as models.



Building Fluent, Confident, and Lifelong Readers

At our school, we are proud to use Little Wandle Letters and Sounds Revised. This research-based approach is designed to give every child the best start by teaching them the relationship between sounds and the written symbols that represent them with precision and consistency. By following a clear, aspirational progression from EYFS through Key Stage 1, Little Wandle ensures children move beyond simple decoding to become fluent, expressive readers.

Our daily sessions use engaging resources and memorable mantras to reduce cognitive load, allowing pupils to master the alphabetic code and tackle unfamiliar words with confidence. To bridge the gap between the classroom and home, children take home fully decodable books specifically matched to their current phonics level, ensuring they experience immediate success. By providing a solid foundation in both skill and enjoyment, Little Wandle empowers our students to transition from "learning to read" to "reading to learn," unlocking a lifetime of discovery.



Our children in EYFS and KS1 have reading sessions in small groups:

Session 1: Decoding - The Foundation of Reading

*The first session is all about **decoding** – the ability to turn written letters into sounds and blend them to read words.*

- **Accuracy:** Children apply their phonic knowledge to a book carefully matched to their current level, ensuring they can read at least 90-95% of the words.
- **Confidence:** By successfully "sounding out" words they already know, children build the resilience needed to tackle unfamiliar vocabulary without guessing.
- **Focus:** This dedicated time allows children to focus purely on the mechanics of reading, moving from "learning to read" toward "reading to learn".

Session 2 & 3: Prosody and Comprehension - Bringing the Text to Life

*Once children are comfortable decoding the words, we move on to **prosody** (expression) and **comprehension** (understanding).*

- **Prosody (Reading with Expression):** In this session, we teach children to use their "storyteller voice". By focusing on stress, intonation, and rhythm, children learn how the way we say words adds meaning to the story.
- **Comprehension (Deep Understanding):** Through "book talk" and targeted questioning, we explore characters' feelings and the meaning behind the text. This ensures that reading isn't just about saying words out loud, but about truly understanding and connecting with the information or story on the page.





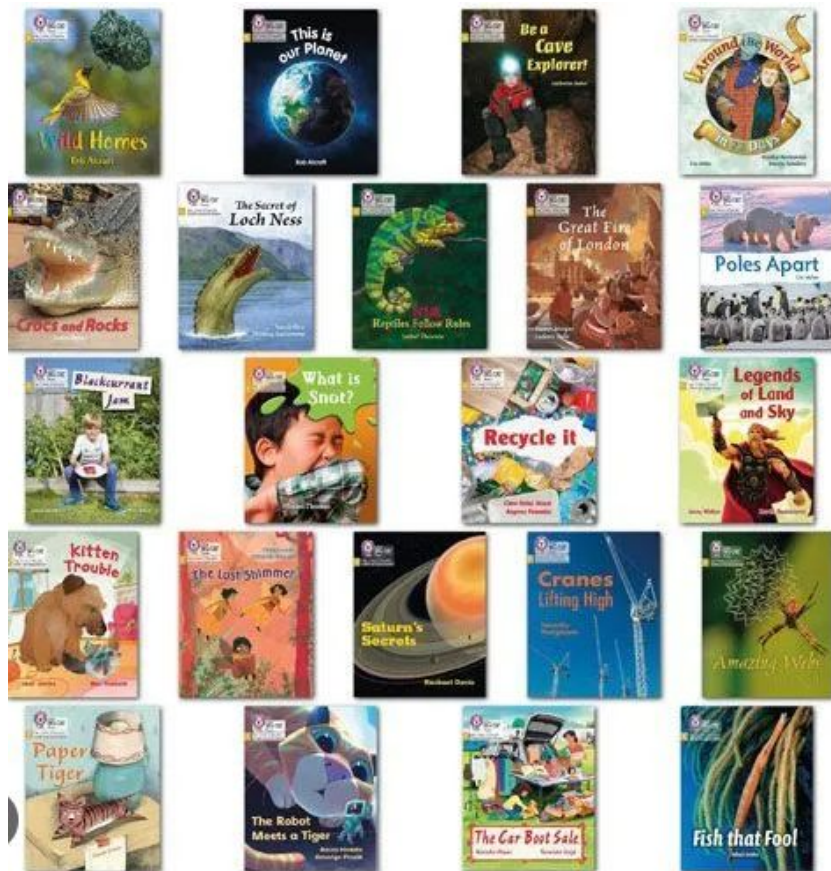
Phase 2



Phase 3



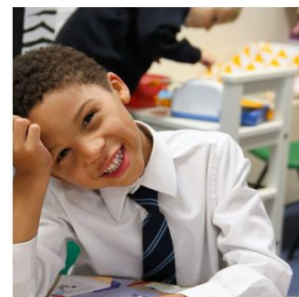
Phase 4



Phase 5



Little Wandle Fluency books



In Key Stage 2, our approach to reading transitions from "learning to read" to "reading to learn."

The reading curriculum is built on three key pillars that transform the reading experience for our pupils:

- **Explicit Vocabulary Instruction:** *We don't leave word-learning to chance. CUSP provides a "golden thread" of systematic vocabulary teaching, where new words are explored in depth to help children access and enjoy increasingly complex texts.*
- **A Rich Literature Spine:** *Our students are immersed in a diverse "literature spine" of high-quality novels, poetry, and non-fiction. These texts act as both a mirror, allowing children to see themselves, and a window into different cultures and perspectives.*
- **Focused Fluency and "Thinking Hard":** *sessions focus on prosody and deep comprehension. By using a structured "I do, we do, you do" model, teachers guide students to move beyond simple retrieval to master higher-level skills like inference and prediction.*



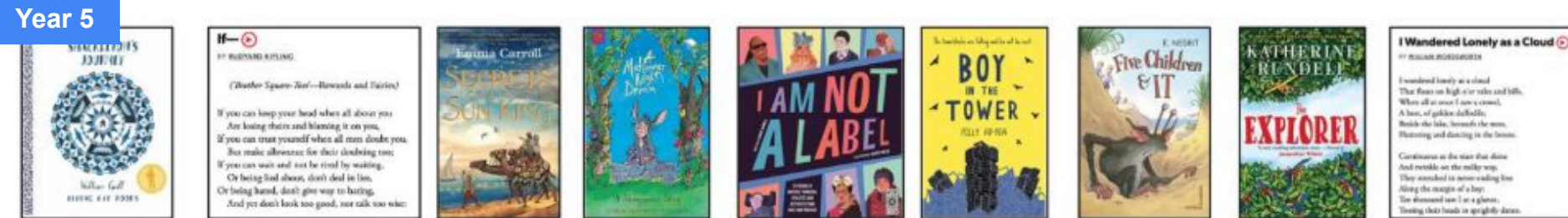
Year 3



Year 4



Year 5



Year 6



Week 2, Lesson 3: Infer

Explain: A monologue is ... *Speech of 1 character throughout text.*

Example:

What evidence is there to suggest that the whale is curious about the object on the surface? Give two reasons.

Attempt: (paired task)

What evidence is there that the object causing the shadow is disturbing the natural environment? Give two reasons.

Apply:

I think the dark shadow is a boat.

Draw a sketch of a boat. In one colour, annotate it with evidence from the text to support this statement. In a contrasting colour, explain what the evidence suggests. For example:

... it doesn't look natural
This quotation suggests the object is man made, so it is likely to be a boat of some sort, if it is on the surface.

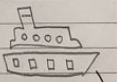
Challenge:

What sort of character does the whale appear to have? Use evidence from the monologue to support your opinion.

'I must take a look next time I breach' This suggests that the whale is curious and wants to see what is there.

'What does it think it's doing that ice seems to be screaming with pain' This suggests the shadow is disturbing and ruining the natural environment.

'Something tells me I should approach with caution' This indicates this shadow is scaring the whale.



'It's too big for a shark or seal.'

Retrieve

Dear Sir Ernest Shackleton,

I am writing to you because **I am extremely eager to join your brave and exciting expedition** to Antarctica. I believe **I would make an excellent member of your team** because **I am determined, hardworking, and full of courage**. I am **especially drawn to this adventure** because it is a **once-in-a-lifetime opportunity** to explore one of the most mysterious places on Earth.

First of all, **I am a reliable person who never gives up, even when things get tough**. **I know** your journey will be dangerous, **but I am ready to face challenges with a positive attitude**. **I am also physically strong and able to handle freezing temperatures**, heavy equipment, and long days of hard work. **You can trust me to stay calm and work well in a team, even in the harshest conditions**.

Furthermore, **I am very curious about the world, and I want to help discover new things about Antarctica**. My sense of adventure and my strong determination will help your expedition succeed. **I would be honoured to join you and to support you in every way I can**.

I truly hope you will consider my application. By choosing me, **you will be gaining a loyal, brave, and enthusiastic explorer who is ready to give their very best**. Thank you for reading my letter, and **I look forward to hearing from you soon**.

Yours sincerely,
Mr Peter Inkleworth

Dinosaurs

For millions of years, these amazing beasts totally ruled our planet. As they included the largest **vertebrates** of their time, they were the most significant creatures to walk the earth and control the seas for more than 150 million years.

One of the things that makes them so fascinating is the amazing variety of species. Their size ranged from bigger than a house to smaller than a chicken. Some of them were superb killing machines like Tyrannosaurus Rex. Others were colossal walking earthquakes such as Diplodocus.

What is more, they were survivors. When a terrible event (possibly the impact of a large asteroid crashing into Earth) caused mass **extinction**, some dinosaurs still found a way to adapt and survive. You can still see their **ancestors**, the birds, around us every day.



Terrible Lizards

Many millions of years ago, our planet was infested by a strange group of animals known as dinosaurs, which means terrible lizards. With no other large vertebrates around to challenge them, they clogged up the land and seas for far longer than they deserved to.

They came in so many different shapes and sizes, it is like they could not make up their minds what they were. Did they want to be toothy terrors like Tyrannosaurus Rex or dull, plodding leaf-munchers like Diplodocus?

One thing they had in common was that they were not very clever. Were it not for the many fossils left behind, we probably would not know about them at all as they were mostly wiped out while other creatures found ways to survive. In fact, only one group was able to withstand the changing conditions on the planet by evolving into birds.

Week 1, Lesson 3: Retrieve

Explain: Locate means ... *It means your tiny and find something*

Example:

Tick to show whether the statement is true or false.

Statement	True	False
Labradors have the temperament to be good assistant dogs.	☒	☐

Attempt:

Tick to show whether the statement is true or false.

Statement	True	False
St Bernard dogs are trained by the police.	☐	☒

Apply:

Using information in the text, make up two true or false statements for a partner to do.

Statement	True	False
<i>In some countries police dogs</i>	☐	☐

Challenge:

In what ways do you think a therapy dog would be a good addition to a school?



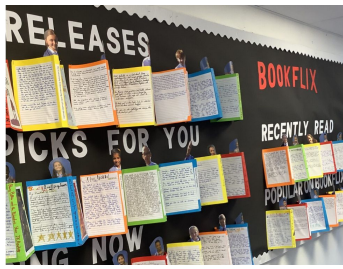

Implementation - how do we plan and teach Reading?

- *In Years 3-6, children take part in scaffolded lessons where they are taught explicit vocabulary instruction, deliberate fluency instruction and explicit teaching of comprehension strategies. Lessons focus on the key reading skills: summarising, retrieval, inferencing and predicting. Regularly trained teachers follow the 'I do, we do, you do' teaching model based on Rosenshine's teaching principles in order to guide and support all children effectively. All lessons are focused on rich, diverse, good quality core texts combined with relevant fiction and non-fiction extracts. Throughout each two week block learning journey, children pull together and make links between the core texts, extracts and what they already know.*
- *In EYFS, Year 1, Year 2 and KS2 (where appropriate) decoding, blending and comprehension skills are taught through Little Wandle reading sessions. Through this curriculum, children are provided with materials which are closely matched to their phonic knowledge.*
- *Within reading lessons and 1:1 reading, struggling readers are identified and interventions are put in place.*
- *Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class, or a recommendation from the class.*
- *High quality texts are provided in each classroom reading area as well as in the library.*
- *The reading spine on the website allows for both parents and children to be aware of the high quality texts that are covered in each year group and provides suggestions for age appropriate books to read at home should they wish.*



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Impact - what does progress look like?

At St. Aidan's, our children will have developed conceptual fluency and comprehension skills which they can use and apply across a range of subjects, lessons and in the wider world as they continue their educational journey. Through exposure to the diverse literature spine, children become inclusive, compassionate and aspirational citizens in the wider community.

Learning walks show children having high quality discussions about vocabulary and texts while practicing fluency and prosody through a variety of reading strategies such as echo reading, paired reading and performance reading. Children feedback demonstrates their passion, engagement and love for the reading books they are exposed to. Children can also articulate what they have read and how this can have an impact on their writing. Attainment is measured by children's results in their phonics screening test, teacher assessments and by our PIXL assessments.

Phonics and Reading work collaboratively as one subject. Please see more information on our phonics curriculum which is specific to our Little Wandle programme.

