

## Reading at St. Francis' Catholic Primary School

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes—as well as to learn and communicate ideas, views and feelings. It enables them to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts.

Children gain an understanding of how language works by exploring its patterns, structures and origins. Reading lies at the heart of understanding, interpretation and communication. We aim for all children to:

- Read fluently and with good comprehension, underpinned by systematic teaching of phonics and fluency strategies—drawing on DfE *The Reading Framework*, which emphasises fidelity to systematic synthetic phonics (SSP) and progressive fluency for reading automatically and with prosody. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)
- Develop the habit of reading widely and often, both for pleasure and information—as promoted in the National Curriculum. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)
- Acquire a wide vocabulary, a robust understanding of grammar, and knowledge of linguistic conventions across reading, writing and spoken language.
- Appreciate our rich and varied literary heritage, developing culturally, emotionally, intellectually, socially and spiritually through literature. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)
- Use discussion to consolidate learning, including talk, stories, and partner/pupil talk strategies from *The Reading Framework*. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)
- Be competent speakers and listeners, capable of formal presentations, debate and explanation—aligned with national curriculum aims. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)

To foster a lifelong love of reading, we promote:

- Reading for Pleasure: exposure to high-quality texts, reading aloud, class reading time, and school-wide reading culture as described in *The Reading Framework*. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)
- Reading across the Curriculum: integrating diverse texts in all subject areas to build background knowledge and disciplinary literacy. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)

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Miss S. Deakin leads English, including reading and literacy development, ensuring alignment with national and DfE expectations.

- Raise attainment in English across the school—implementing *The Reading Framework* and National Curriculum effectively.
- Link with the subject governor, reporting on outcomes informed by evidence from reading framework evaluation and phonics performance. [\[gov.uk\]](#), [\[gov.uk\]](#)
- Adapt and sequence the Programme of Study, including SSP fidelity, reading fluency, comprehension, vocabulary development, and cultural capital as per *The Reading Framework*. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)

- Monitor pupil outcomes; actively use phonics, fluency and comprehension assessments to identify individual and cohort needs. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)
- Anchor reading for pleasure from EYFS, by implementing sustained reading culture strategies—e.g., story time and book promotion. [\[gov.uk\]](#), [\[lancashire.gov.uk\]](#)
- Ensure access to high-quality resources, such as SSP-aligned decodable texts and rich literature collections. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)
- Stay updated on current trends and evidence, including DfE and English hub guidance as outlined in *The Reading Framework*. [\[gov.uk\]](#), [\[english.hi...nts.gov.uk\]](#)
- Implement regular monitoring (work scrutinies, pupil discussions, data review) aligned with weekly monitoring and SLT schedules. [\[gov.uk\]](#), [\[educationi...log.gov.uk\]](#)
- Coach and support staff in high-quality delivery of SSP, fluency practice, comprehension strategies, and reading across the curriculum. [\[gov.uk\]](#), [\[english.hi...nts.gov.uk\]](#)
- Audit and organise CPD, using DfE's secondary and primary reading frameworks, training videos, and materials for professional development. [\[gov.uk\]](#), [\[english.hi...nts.gov.uk\]](#)
- Manage English funding, ensuring strategic investment in phonics, reading resources, and literacy training.
- Drive leadership of reading, creating a strong culture of reading across subjects, as emphasized in the leadership section of *The Reading Framework*. [\[gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)
- Oversee catch-up programmes, ensuring keep-up provision for early readers and targeted interventions for those with decoding or comprehension delays. [\[educationi...log.gov.uk\]](#), [\[uplandsacademy.co.uk\]](#)