Curriculum Summary

Reading

Subject Intent

At Gorsefield, our reading curriculum is underpinned by a carefully planned and ambitious text spine, which ensures that all children are immersed in a wide range of high-quality fiction, non-fiction and poetry. Texts are deliberately selected to expose pupils to diverse authors, themes, genres and perspectives, building cultural capital and a deep enjoyment of reading. Where appropriate, units are supported by linked texts across subjects, allowing pupils to make connections, deepen understanding and apply reading skills in meaningful contexts.

Through this structured approach, pupils develop strong decoding, fluency, vocabulary and comprehension skills. Reading is taught explicitly and systematically, with a strong focus on vocabulary development, oral reading fluency and the use of taught strategies to retrieve information, interpret meaning and discuss texts with confidence. By the time pupils leave Gorsefield, they can read widely and independently, navigate a range of text types and are fully prepared for the reading demands of secondary education and lifelong learning.

Disciplines of Reading

			
Phonics	Fluency	Vocabulary	Comprehension

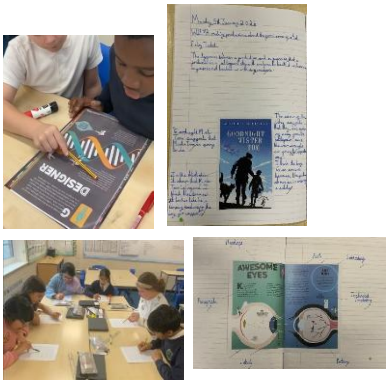
Structure

Gorsefield follows the Read Write Inc. (RWI) phonics programme to ensure that every child develops a strong foundation in early reading. The scheme provides a systematic and rigorous approach to teaching phonics, enabling children to recognise, read and blend sounds with increasing accuracy and fluency. RWI is taught discretely in Early Years and Key Stage 1 through regularly assessed groups, ensuring pupils receive teaching that is precisely matched to their reading stage.

Through daily RWI sessions, children practise decoding, blending and reading storybooks that are carefully aligned to the sounds they have been taught. This consistent structure builds confidence, fluency and comprehension. As children progress, they also develop wider reading behaviours - such as expressive reading, reading for meaning and discussing texts - supported by targeted questioning and partner reading. During English sessions, children access texts that are mapped out in the school's text spine allowing children to explore vocabulary, enjoy rich texts and further develop their love of reading.

Gorsefield's Reading Curriculum from Year 2 to Year 6 is built on a consistent, research-informed structure that ensures every child becomes a fluent, confident and knowledgeable reader. High-quality fiction, non-fiction and poetry texts form the core of each unit, with non-fiction included deliberately and frequently so that children are explicitly taught how to navigate factual texts - an area many pupils do not naturally encounter in depth outside school. Vocabulary is taught explicitly at the start of every unit, where children explore pronunciation, meaning, etymology and context to secure understanding. Fluency is deliberately developed through varied oral reading approaches such as echo reading, choral reading, extended reading and phrasing techniques, supported by the EARS fluency scale to track pupils' expression, automaticity, rhythm and smoothness. All reading lessons follow a gradual release model (I Do, We Do, You Do), using strategies to explicitly teach skills including scanning, retrieval, prediction, sequencing, comparison and summarising. Non-fiction units give children specific practice in skills they rarely use independently such as interpreting diagrams, using headings and subheadings, comparing layouts, identifying key facts, analysing presentation features and summarising key ideas, ensuring they develop the disciplinary knowledge needed across the wider curriculum. Each half term follows a predictable learning pattern so children revisit and deepen key reading behaviours while applying them to increasingly complex texts. This approach ensures that every pupil receives a rich, systematic and ambitious reading experience that builds on early phonics and prepares them for fluent, secure reading by Year 6.

Reading Examples

EYFS	KS1	KS2
		

Reading Disciplinary Concepts within Rising Stars and Rapid Risers

Rapid Risers: Semi Formal Curriculum

All children have opportunities to engage in early reading activities within Rapid Risers. There is always a selection of books readily available within provision in the cosy story time corner. Children have opportunities to independently explore books, turning pages and explore illustrations within this space. This is also modelled by staff during daily story time at the end each day, forming the first steps towards developing a love of reading. The Equals semi-formal curriculum has an intentionally planned linked text spine. These are used as stimuli to develop and enhance the curriculum. For example, in Autumn 2 children are learning about following instructions through my communication within Equals and the linked text is 'How to Wash a Woolly Mammoth'. These change each half term in line with the curriculum. In addition to this, in summer 2 of Equals semi-formal curriculum, My Communication, children focus on learning familiar nursery rhymes and stories with repeated phrases *(EEF Preparing for Literacy 2022)* to develop their early literacy skills.

When children are developmentally ready to engage in 1:1 adult directed learning. Children begin to learn initial sounds and are tutored by a phonics trained tutor. This is tracked and assessed using the small steps tracker which tracks smaller steps of progress such as being able to say and name the picture side, see below:

Set 1 Sounds Group A	m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e
Say the picture name - picture side																
Say the sound – picture side																
Read the sound - letter side																

Rising Stars: Formal Curriculum

Children in Rising Stars are assessed in line with RWI/ Fresh Start. Rising stars benefit from a 4-year text spine cycle that has been intentionally planned to link to the Equals formal curriculum (this text spine is planned for their full KS2 journey Y3-6). These key texts link to the Equals formal curriculum; for example, in cycle 1 autumn 1 My Independence, children will read the key text 'The Shopping Basket by John Burningham'

and in My Independence children learn how to use and create shopping lists and how to prepare and shop in a local supermarket.