



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

Reading

Thursby Primary School – Reading Curriculum Statement

Intent

At Thursby Primary School, we believe that reading is the key to the curriculum, to confidence, and to lifelong learning. Our intent is to develop fluent, motivated readers who read widely, think deeply and take pleasure in books. We aim to ensure that every child leaves our school able to read confidently for both learning and enjoyment.

We intend for all pupils to:

- Master phonics early through **Little Wandle Letters and Sounds Revised**, so decoding becomes automatic and fluent.
- Engage with a rich and diverse **reading spine of high-quality texts**, carefully chosen to broaden understanding and reflect the realities of our pupils' lives.
- Acquire and use an ambitious vocabulary, enabling deep comprehension and precise communication.
- Develop strong comprehension skills through purposeful teaching and high-quality talk.
- Experience a **vibrant reading for pleasure culture** that nurtures curiosity, empathy and personal identity.

Reading for pleasure is central to our vision. Our approach is informed by the research of **Professor Teresa Cremin** and the **Open University Reading for Pleasure (RfP) programme**, and led locally through our participation in and leadership of the **Cumbrian Teachers' Reading Group**. We are committed to embedding the **four pillars of RfP** in every classroom:

1. **Reading aloud** every day
2. **Independent reading** with choice and agency
3. **Book talk and recommendations**
4. **A socially engaging reading environment**

Through this, we create not just readers who can—but readers who *want* to.

Implementation

Our reading provision is structured, systematic and joyful. It balances direct instruction with regular opportunities for reading enjoyment and literary exploration.

Early Reading and Phonics:

- In EYFS and KS1, children follow the **Little Wandle Letters and Sounds Revised** phonics programme with daily fidelity.
- Pupils read fully decodable texts that match their phonic stage to develop fluency, confidence and automaticity.

- Alongside phonics, children are immersed in story-rich environments and exposed to a wide range of spoken and written texts.

Reading Comprehension and Vocabulary (KS1–KS2):

- Whole-class reading lessons are delivered regularly across Years 2–6, using texts from our reading spine to teach comprehension strategies including prediction, clarification, inference and summarising.
- Vocabulary is explicitly taught using contextual exploration, retrieval practice, and shared discussion.
- Children are supported to read widely across the curriculum, developing disciplinary reading skills in science, history, RE and geography.

Reading for Pleasure:

At Thursby, reading for pleasure is intentionally planned, visible and valued. In every classroom, the four pillars of RfP are firmly embedded:

- **Reading aloud:** All teachers read aloud every day, sharing rich, diverse, engaging books for enjoyment.
- **Independent reading:** Pupils are supported to develop reading stamina and fluency through daily sustained reading time, with carefully curated class libraries and book access at the right level.
- **Book talk and recommendations:** Teachers and pupils talk about books, recommend them to each other, and reflect on their preferences and reading journeys.
- **Social reading environments:** Our classrooms and library are designed to invite reading, spark curiosity and promote ownership.

This culture is further strengthened by:

- Access to our well-stocked school library with weekly borrowing
- Regular whole-school reading events, author visits and book fairs
- Teachers as **reading role models**, sharing what they read and enjoy
- Leadership of the **Cumbrian Teachers' Reading Group**, allowing us to learn from national research and contribute to a reading-for-pleasure network

Assessment and Intervention:

- Regular phonics assessment ensures progression through Little Wandle and timely intervention for those at risk of falling behind.
- Teachers assess comprehension and fluency through oral questioning, pupil response, written outcomes and reading conferences.
- Where needed, targeted intervention supports children's decoding, prosody or comprehension.

Impact

By the time they leave Thursby Primary School, our children will be:

- **Fluent and confident readers** who can decode, read with expression, and comprehend across a range of genres and text types
- **Knowledgeable and articulate** – able to retrieve, infer, summarise and analyse what they read with increasing independence
- **Broadly read and book-aware**, with a repertoire that includes classic, contemporary, diverse and nonfiction texts
- **Motivated readers** who choose to read for pleasure, and who see themselves as part of a reading community
- **Well-prepared for Key Stage 3**, with the literacy tools needed to access all areas of the secondary curriculum

We are proud that our children leave us not only as able readers, but as **readers for life**—curious, thoughtful and open to the possibilities that books bring.

Inclusive Learning for SEND in MFL

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in MFL learning

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information

- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.