



INTENT	When our children leave Shaftesbury C of E Primary School, we expect them to be confident, fluent, and enthusiastic readers who can apply their reading skills across our overarching INSPIRE Curriculum. We are committed to using Read Write Inc. (RWI) for Reception to Year 3 and the Teaching Booth resources for Years 3–6 to enhance teaching and learning at SPS. Pupils also engage with Accelerated Reader (AR) to develop independent reading skills, monitor progress, and encourage reading for pleasure.			
Underpinned by	High Expectations & Vocabulary	Modelling	Teaching for Mastery	Coherence
	Teachers follow the progression outlined in RWI and Teaching Booth, modelling reading strategies and comprehension techniques to support all pupils.	Teachers provide examples of effective reading practices through high-quality texts, guided reading, shared reading, and discussion, modelling fluent reading and comprehension strategies.	Teachers use a range of explicit and implicit approaches, including vocabulary teaching, questioning, and guided practice, to deepen pupils' understanding.	Reading is planned progressively, with RWI building phonics and decoding skills in Reception–Y3, Teaching Booth developing comprehension and fluency in Years 3–6, and AR supporting independent reading and progress tracking.
IMPLEMENTATION	Read Write Inc. (Reception–Year 3)	Teaching Booth (Years 3–6)	Accelerated Reader (Years 2–6)	CAR Time
	Teachers deliver systematic phonics lessons following the RWI scheme to develop decoding, blending, and early comprehension skills. Lessons are structured, progressive, and responsive to pupils' needs, ensuring a strong foundation in reading.	Teachers deliver reading lessons using the Teaching Booth scheme to build comprehension, fluency, and vocabulary. Lessons are differentiated to meet pupils' needs, with targeted interventions in place for those requiring additional support.	AR is used to encourage independent reading, monitor pupil progress, and help pupils select appropriately challenging books. Quizzes and feedback guide reading choices, ensuring pupils are supported and challenged appropriately.	This is a daily opportunity for children to revisit key skills that need more support or guidance. During this time, children have the chance to practise skills or revisit and reflect on their prior learning. They sessions are responsive to children's needs as a result of marking and feedback and are delivered by both teachers and LSM's, who have been directly trained.

	Assessment Insight is used to track reading progress, identify gaps, and inform intervention. Teachers and leaders regularly review pupil data to ensure interventions are targeted and effective. RWI assessments NFERS Cornerstones assessments	The Learning Environment A love of reading is promoted through classroom libraries, whole-school reading initiatives, and opportunities to discuss and share texts. Pupils are encouraged to read for pleasure and engage meaningfully with texts across the curriculum.	Interventions Targeted small-group support is provided for pupils who require additional help, ensuring that all children make measurable progress in decoding, comprehension, and reading fluency. RWI tutoring Fresh Start Precision Teaching	
IMPACT	Pupil Voice Children talk enthusiastically about reading and understand the importance of the subject. They can discuss the books they are reading, explain their reading choices, and reflect on their progress.	Evidence in knowledge Children make links between the reading skills they are developing, recognise their growth over time, and apply reading strategies across the curriculum.	Evidence in skills Reading is taught progressively and at a pace appropriate to each child. Teachers' subject knowledge ensures that skills and comprehension strategies are developed systematically.	Outcomes At the end of each year, most children are expected to achieve age-related expectations (ARE) in reading. Some children will achieve greater depth (GD). Pupils with gaps in reading knowledge receive targeted support and interventions. All children are expected to make measurable progress from their starting points.