

Curriculum Statement

Teaching and learning of: Reading



INTENT

At Thorpe, we believe that reading is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for every individual in all aspects of life and lays the foundations for lifelong learning and work. We are committed to ensuring that every child develops the skills and passion for reading that will empower them to reach their full potential across all subjects.

Our aim is to foster a lifelong love of reading in every child. We believe that reading is not only a key academic skill but also a gateway to imagination, empathy, and personal growth. Through a rich and varied reading curriculum, we strive to nurture confident, fluent readers who can engage with texts critically and thoughtfully. To achieve this, we use Destination Reader as our core approach to the teaching of reading. Originally developed by Hackney Learning Trust, Destination Reader has been tailored to meet the specific needs of our learners and our school context. It is built around the use of high-quality, real books and promotes a consistent, structured approach to reading across Key Stage 2.

Through Destination Reader, we aim to:

- Enable quality experience by immersing children in rich, meaningful texts.
- Promote enjoyment and a genuine love for reading through engaging and diverse literature.
- Increase reading mileage by providing regular opportunities for sustained reading.
- Build firm foundations in reading comprehension, fluency, and vocabulary.
- Develop thinking and understanding through structured strategies that encourage deep engagement with texts.
- Make talk central by fostering collaborative discussions that enhance comprehension and critical thinking.

Our reading curriculum is inclusive, ambitious, and designed to ensure that all children—regardless of background or starting point—can thrive as readers. We recognise the importance of early reading and phonics, and we ensure that children are supported from the outset with a strong foundation in decoding and language development.

By the time children leave Thorpe, they will not only be proficient readers but also enthusiastic, curious learners who see reading as a source of knowledge, inspiration, and joy.

Underpinned by

Teaching of Skills and understanding of knowledge

Oracy is intended to be embedded not only in Reading lessons, but consistently throughout the curriculum. This is supported through the use of:

- Sentence stems – tailored to align with the specific skills involved in reading, such as summarising. These are readily available at all times, not just in Reading lessons.
- Use of mixed ability talk partners to support oracy – no hands up, pair addressed when asked to respond.

The skill of clarifying new vocabulary is explicitly taught through the use of ‘clarifying toolkits’, teaching children how to use multiple methods in order to clarify a word. Clarifying toolkits are readily available to promote the use of clarifying skills in all areas of the curriculum. New vocabulary should be displayed on working walls for children to have the opportunity to ‘magpie’ and apply to their writing.

Reading for Pleasure

Reading at Thorpe is intended to not only be a stand-alone, academic task but a life-long skill and passion that we aim to cultivate a love for in each and every one of our students. We aim to do this through the use of:

- Weekly ‘Love for Reading’ sessions, where a ‘special’ book of the week is selected and a child is chosen to read it.
- Library sessions – allowing children to browse the non-fiction section at their own leisure. These sessions are timetabled for each year group weekly and the library is open daily at lunchtimes.

In terms of progression, the skills and learning behaviours of reading remain the same in each year group but the level of text is selected to be age appropriate, providing the right level of challenge for each class.

- Adults read **with** children (not 'listen to') – this is a discussion about the book incorporating questioning based on DR stems. This is adapted for younger children so that they are encouraged to use a range of reading skills.
- All teachers and support staff received training from the reading leads on how to read **with** a child
- Parents have received bookmarks with prompts to aid discussion so they can read **with** their child
- Parents can access a video modelling how to read **with** their child

Book hunts – through links established with the Literacy Hub, whole school book hunts are organised as a fun, exciting opportunity to get children to want to read.

At Thorpe, our approach to teaching reading is structured, consistent, and rooted in our belief that every child deserves to become a confident, fluent, and enthusiastic reader. We implement our reading curriculum through a combination of high-quality teaching strategies, engaging texts and purposeful reading experiences across all key stages.

Key Stage 2 (Years 3–6): Destination Reader

- Destination Reader (DR) lessons are taught four times per week, using high-quality fiction, non-fiction, and poetry texts.
- Each term includes a balance of genres to ensure breadth and depth of reading experience.
- Lessons focus on reading strategies and learning behaviours, which support comprehension, discussion, and critical thinking.
- Vocabulary from current texts is displayed on the Reading Wall to reinforce understanding and encourage use in wider contexts.
- Teachers plan collaboratively as a year group, using PowerPoint slides to ensure consistency and progression.
- Starters based on Raising Standards Action Plans that have identified areas for development following each assessment point.
- DR bookmarks are available at all times to support children in applying reading strategies across the curriculum.
- Timetabled library sessions increase exposure to non-fiction texts and support research and independent learning.
- In the months leading up to SATs, children in year 6 will have an adapted reading curriculum which focuses on the key reading strategies and test skills they need for the reading paper.

Transition from Phonics to Destination Reader

- In Year 2, children begin a transition from our phonics programme, Read Write Inc, to Destination Reader, ensuring a smooth progression in skills and confidence.
- DR stems are introduced gradually to support comprehension and discussion.

Early Years and Key Stage 1

- In Early Years, DR stems are used to guide focused questioning during shared reading sessions.
- Traditional Tales are prioritised to build cultural literacy and narrative understanding.
- Talk Through Stories is also introduced with an added element of comprehension to help children answer retrieval questions about the book.

- Children in Key Stage One take home a phonic book and a reading book each week.
- A Reading Record is used to track progress, with an expectation of reading at least five nights per week.
- Parents are informed of expectations and encouraged to make comments in reading records.
- A support video is available to help parents understand how to read with their child, rather than simply listening to them read.

Love for Reading

- A dedicated ‘Love for Reading’ session takes place once a week, including:
 - Independent reading time,
 - ‘Book of the Week’– introducing a new book and author in an inspirational way,
 - 1:1 reading – teacher reading with individual children,
 - Access to the book corners which are organised by genre and made high profile to promote choice and excitement around reading.
- Throughout the school year, a number of events are held to promote a love of reading. These include Christmas themed Stay and Read sessions, World Book Day, Book Fair, Book hunts and many others.

Home Reading and Challenges

- Children in Key Stage Two take books home and complete Reading Challenges, with an expectation of at least three challenges per week.
- Teachers monitor and celebrate progress to maintain motivation and accountability.

Children will have developed the mathematical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children’s knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to inspire them to develop a curiosity and a deeper understanding about the world they live in. Children will be excited and enthused about sharing their learning with others.

Pupil Voice

- Children are keen to read and can talk about books with confidence.
- Children can discuss texts using the DR stems and apply this across the curriculum.
- Children reflect what they have read in their writing.
- Teachers consider the approach taken to the teaching of reading to be effective in meeting the needs of their pupils.
- Pupil voice – most children communicated that they enjoyed reading and all children stated that they

Evidence in knowledge and skills

Pupils can successfully evidence their learning in end-of-term/end of year assessment activities. They are able to efficiently solve comprehension questions both verbally and in written format. Termly analysis of data is used to identify trends and next steps. This is used at a year group level to develop action plans for the next term/year and what support is needed and at a whole school level to identify trends across groups, topics and question types which informs future actions and plans.

SEND

It is our intent that all children, regardless of their ability, should be able to access good quality texts and foster a love for reading.

- All children have access to books in the classroom and can take them home
- All children have access to the library which is stocked with books appropriate for a range of abilities and interests
- Children who need support work in Roots Groups with an adult – lessons use the DR stems and

enjoyed reading in some capacity when supported by an adult in school.

lesson format, but are differentiated by the text used.

- Specific children are provided with more opportunities for 1:1 reading with an adult – including ‘Reading Buddies’
- In Class, children are paired with an appropriate talk partner to support with discussion and reading and act as a role model