

Christ Church CofE Primary – Reading Overview

Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

Reading plays a vital role in this vision. It inspires curiosity and imagination, deepens children’s understanding of people, places, and ideas, and shows how stories and texts continue to shape our lives today. Through reading, children develop empathy, resilience, and respect for diversity. They also gain skills of comprehension, analysis, and critical thinking which prepare them to become knowledgeable, reflective, and responsible citizens.

The Christ Church CofE Offer

Reading at Christ Church is taught through the CUSP English curriculum, which is ambitious, coherent, and evidence-led. It meets and exceeds the National Curriculum while remaining firmly rooted in our Christian ethos and SHINE values.

The most fundamental goal of the National Curriculum for English is for children to learn to communicate and engage with the world around them confidently and effectively. Our ambition is that pupils will do so meaningfully and with purpose through the high-quality structures and strong ambition in the CUSP English provision.

We believe that reading enables children to understand their place in God's world and to recognise the responsibilities they hold towards others. Through the study of a wide range of texts, authors, and perspectives, children explore the richness of human experience and develop empathy, resilience, and a strong moral compass.

Our reading curriculum promotes cultural capital and supports children in understanding British values of democracy, the rule of law, individual liberty, and mutual respect. It also broadens horizons by introducing children to global literature, diverse voices, and different interpretations of the world, encouraging them to think critically, reflect deeply, and engage responsibly with society.

Curriculum Design

Our curriculum is deliberately sequenced to ensure that children build cumulative knowledge and reading expertise over time. From EYFS through Key Stage 2, children revisit and deepen their learning in meaningful ways, developing secure understanding of reading processes and the ability to make connections across texts, authors, and themes.

CUSP Reading has been purposefully built around the principles of evidence-led practice. The curriculum is built on three key foundations: explicit vocabulary instruction, explicit fluency instruction (prosodic reading), and opportunities to think hard. Every unit follows a clear and progressive sequence that immerses pupils meaningfully in rich and demanding texts that have been carefully curated. Pupils have the

opportunity throughout their Primary journey to experience a wide range of literature, as well as studying extended texts in full. This ensures both breadth and depth in their reading diet.

Strong lesson routines ensure consistent practice across the school and incremental progression in the demands of both the texts that pupils study and how they are asked to respond to these. CUSP Reading utilises all that we know about effective reading instruction and provides teachers with the framework to ensure a diet of excellence for all pupils.

In the Early Years, children begin to explore stories, poems, and information texts through play, storytelling, role-play, and first-hand experiences. This lays the foundation for future reading development. As children progress through school, they learn to think and work like readers: asking questions, making predictions, justifying opinions with evidence, and drawing comparisons across texts and contexts.

Our approach is driven by our children developing their:

- **Cumulative knowledge** – children revisit and build on prior learning from EYFS through KS2, progressively developing comprehension strategies, fluency, and literary knowledge.
- **Progression and connection** – Learning is sequenced so that skills and concepts are revisited and built upon, allowing children to make meaningful connections between texts, authors, genres, and cultural contexts.
- **Substantive and disciplinary knowledge** – children learn both the key skills of decoding, vocabulary, fluency, and comprehension (substantive), as well as how readers think critically, analyse, and interpret meaning (disciplinary).
- **Vocabulary development** – Reading vocabulary (Tier 2 and Tier 3) is taught explicitly, sequentially, and cumulatively, enabling pupils to access and engage deeply with texts across the curriculum.

- **Inclusivity** – High expectations are set for all children, with adaptations for SEND and EAL to ensure access, engagement, and challenge in every aspect of reading.

Structure and Planning

Reading at Christ Church is taught through carefully sequenced daily sessions that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides structured opportunities for practice and application. Explicit teaching of vocabulary, fluency, and comprehension strategies ensures that learning is embedded securely in long-term memory.

Our reading curriculum is delivered daily to maximise learning time and secure consistently high outcomes. This approach meets the needs of the children by supporting their growing fluency, understanding of texts, and development of higher-level reading skills, while also reducing cognitive load. It enables children to acquire depth in their reading by revisiting and building on existing knowledge and strategies.

Enrichment experiences such as author visits, library sessions, World Book Day, and opportunities to engage with a wide range of high-quality texts further bring reading to life, fostering a love of literature and providing inspiration beyond the classroom.

Special Educational Needs and Disabilities

At Christ Church, reading is inclusive and accessible to all. Daily reading sessions and whole-class teaching are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, scaffolded texts, structured questioning, and multi-sensory approaches enable every child to participate fully and make progress.

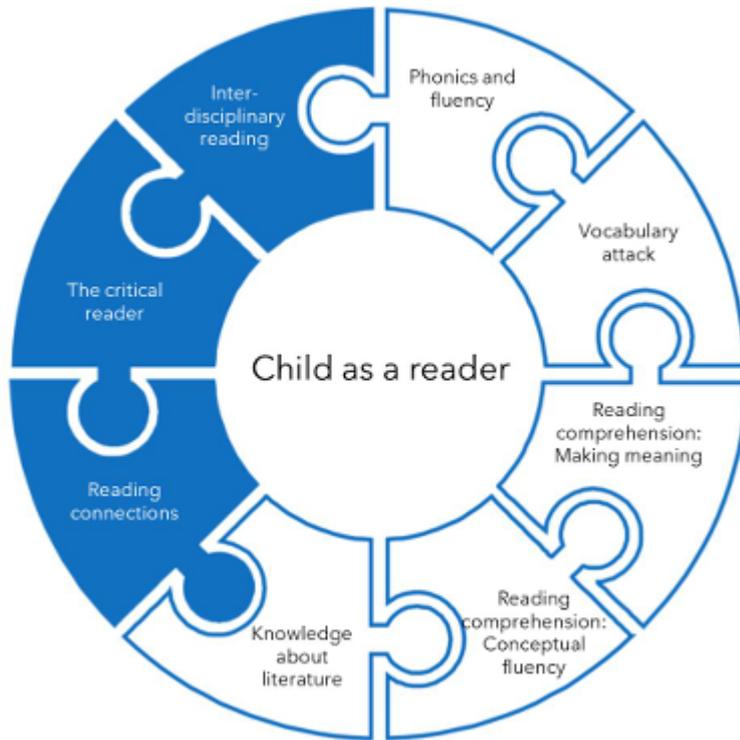
Children with English as an additional language are supported through language scaffolds and explicit vocabulary teaching, ensuring they can access the curriculum and develop the skills and fluency needed to succeed. High expectations are maintained for all children, with appropriate levels of support and challenge provided to ensure success and enjoyment in reading.

Curriculum Impact

Through our reading curriculum, children gain knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop curiosity about texts, a love of literature, and the ability to think critically about language and ideas. Over time, children become more fluent, reflective, and independent readers who can engage confidently with a wide range of texts.

Assessment is ongoing and purposeful, with teachers using questioning, discussion, fluency checks, and retrieval activities to monitor understanding. Summative assessments ensure clear progression across year groups, while pupil voice allows children to reflect on their reading journey and articulate the texts, strategies, and knowledge they have secured.

Ultimately, the impact of our reading curriculum is seen in the way children leave Christ Church: as confident, enthusiastic, and resilient readers who understand the power of reading in shaping their lives and who are equipped to make a positive difference in the world.



Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.

- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.