



**St Vincent's Catholic  
Primary School**

*To love, serve and learn as Jesus shows us*

## Reading Curriculum Document

### Intent

At St Vincent's, our intention is to foster a lifelong love of reading and to ensure every child becomes a fluent, confident, and independent reader. We believe that reading is the foundation for success across the curriculum, opening doors to knowledge, imagination, and personal growth.

From the earliest stages, we aim to ensure that all pupils not only learn to read but also develop genuine enjoyment and curiosity for books and literature. We expose children to a rich, diverse range of texts—both classic and contemporary—reflecting different cultures, perspectives, and experiences, enabling them to see themselves in what they read and to learn about the wider world.

In EYFS and Key Stage 1, early reading is taught through the *Little Wandle Letters and Sounds Revised* programme. Children take part in regular reading practice sessions using *Collins Big Cat for Little Wandle Letters and Sounds Revised* fully decodable books that are carefully matched to their phonics stage. This ensures every child experiences success, builds fluency, and develops confidence as a reader.

From Year 2 onwards, pupils follow the *Pathways to Read* programme, which provides a clear and structured progression for developing fluency, comprehension, vocabulary, and inference skills. Through engaging whole-class reading lessons, children explore high-quality texts in depth, developing the ability to discuss, question, and analyse meaning with increasing sophistication.

Reading is embedded across all subjects, supporting knowledge acquisition and deepening understanding. We cultivate a strong reading culture through well-stocked libraries, engaging class texts, and opportunities for shared and independent reading. Our goal is for every pupil to leave St Vincent's as an enthusiastic, fluent reader who reads for both pleasure and purpose.

# How is Reading is taught at St. Vincent's

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

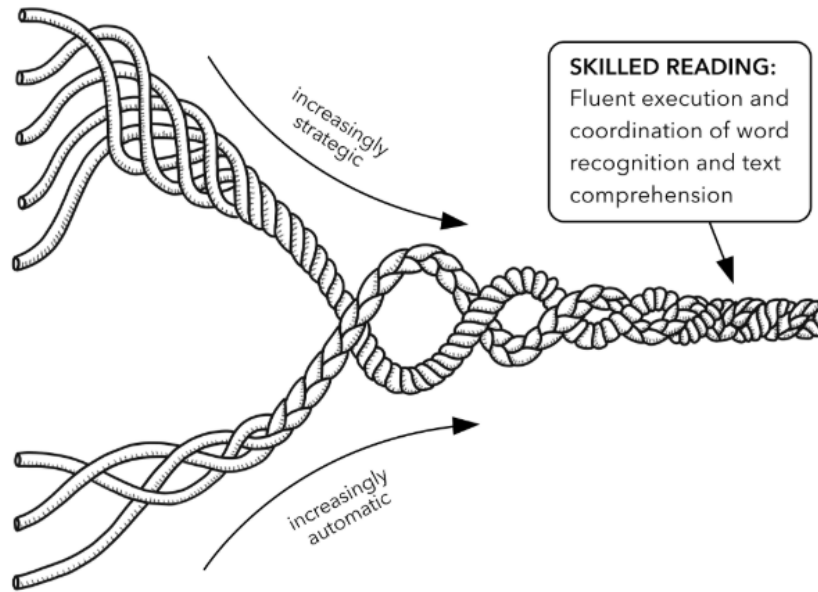
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



### EYFS

Children follow the *Little Wandle Letters and Sounds Revised* phonics programme, taught daily for 30 minutes.

Pupils begin with Phase 2 phonemes and graphemes, introduced sequentially through games, interactive teaching, and Continuous Provision. Once secure, children progress to Phase 3 and then Phase 4, consolidating their learning and beginning to blend adjacent consonants. Tricky words are introduced at each phase to support reading fluency. Pupils are taught to apply their phonics knowledge when writing words, reinforcing the link between reading and spelling.

#### Year 1

Daily 30-minute phonics sessions continue, following the *Little Wandle* programme. The year begins with a review of Phases 3 and 4, progressing to Phase 5 from Autumn 2, which focuses on alternative spellings and pronunciations.

#### Year 2

Pupils continue with the *Little Wandle* programme through to the end of Autumn 2, with daily 30-minute sessions.

Pupils from EYFS to Year 2 participate in three reading practice sessions per week focusing on three key reading skills:

- **decoding:** teaching children to use phonic knowledge to read words
- **prosody:** teaching children to read with understanding and expression
- **comprehension:** using dialogic talk to help children to understand the text.

At Key Stage Two, a minimum of three hours per week is dedicated to reading, structured as follows:

- **Whole Class Reading Practice (Pathways to Read):** 4 sessions of 30 minutes each
- **Read Theory:** 1 session of 1 hour

### Pathways to Read

From Year 3 onwards, *Pathways to Read* equips pupils with the essential skills to become competent and fluent readers through engagement with high-quality texts. Pupils experience a range of reading opportunities, with skills developed and reinforced through repeated practice within each unit. Detailed whole-class reading plans support the progressive development of reading skills, aligned with the National Curriculum objectives for Years 3-6, including predicting, clarifying vocabulary, retrieving information, and explaining meaning.

### Read Theory

*Read Theory* is a web-based reading platform that assesses pupils' reading levels and assigns appropriately challenging texts. As pupils progress, they encounter increasingly complex texts and questions that target inference, retrieval, recall, and vocabulary development. Small-group intervention sessions complement *Read Theory* work, focusing on strengthening these key reading skills.

### Pathways to Poetry

From EYFS through Year 6, *Pathways to Poetry* enhances vocabulary, spoken language, and reading skills while providing opportunities for pupils to explore and play with language orally.

### Reading Practice Books

Levelled reading practice books, matched to pupils' abilities, are used to develop vocabulary and reinforce skills taught during Whole Class Reading Practice sessions. These books are read both at home and in school.

### Library Books

Pupils have access to class and school libraries, enabling them to select books for personal enjoyment and reading for pleasure.

### Phonics Support

Pupils who require additional support with phonics continue to access the *Little Wandle* Rapid Catch-Up programme to ensure they develop essential decoding skills.

## Pathways to Read Overview 2025 - 2026

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Children take part in 3 Reading Practice session per week	Children take part in 3 Reading Practice session per week	Children take part in 3 Reading Practice session per week	<b>The Sea Book</b> Charlotte Milner	<b>A World full of Animal Stories</b> Angela McAllister	<b>Goodnight Stories for Rebel Girls</b> Elena Favilli	<b>When We Were Warriors</b> Emma Carroll
Autumn 2				<b>Ice Palace</b> Robert Swindells	<b>The Train to Impossible Places</b> P.G. Bell	<b>Hansel and Gretel</b> Anthony Browne	<b>Into the Jungle</b> Katherine Rundell
Spring 1				<b>The Iron Man</b> Ted Hughes	<b>Volcanoes</b> Maria Gill	<b>Odd and the Frosts Giant</b> Neil Gaiman	<b>The Happy Prince</b> Oscar Wilde
Spring 2				<b>This Morning I Met a Whale</b> Michael Morpurgo	<b>Ariki and the Island of Wonders</b> Nicola Davies	<b>Exploring Space Literacy</b> Company	<b>The Explorer</b> Katherine Rundell
Summer 1			<b>Fantastic Mr Fox</b> Roald Dahl	<b>Usborne Illustrated Atlas of Britain and Ireland</b> Struan Reid	<b>Fantastically Great Women who Saved the Planet</b> Kate Pankhurst	<b>Pollution: A Look Behind the Scenes</b> Literacy Company	<b>Skychasers</b> Emma Carroll
Summer 2			<b>Grimm's Fairy Tale</b> (Usborne Illustrated)	<b>Egyptian Cinderella</b> Shirley Climo	<b>A Myth - A Hunter's Travel Guide</b> Literacy Company	<b>African Tales A Barefoot Collection</b> Gcina Mhlophe	<b>Great Adventurers</b> Alaistair Jumpreys

2025 - 2026 Year 3/4 will follow the Year 3 curriculum and texts