



Primary Reading Approach

Together with our community, we can achieve extraordinary things

“Books are like dragons....if we do not believe in them, and read them, they will cease to exist. How, then, will we learn the language and understand the stories of the dear dead ghosts of the past? Save the Dragons. Speak Dragonese. Read a book.”

Cressida Cowell

Reading is the heart of the curriculum at Appleton Academy.
Not only does reading bring pleasure but it is a crucial life skill and the foundation for future learning, not just in literacy but in all areas.

Reading Strategy

At Appleton Academy, we are committed to ensuring every child becomes a confident, fluent reader with a lifelong love of reading. We believe that reading is the foundation of all learning, and our whole-school approach prioritises early reading success through high-quality phonics teaching and rich reading experiences.

We use the Little Wandle Letters and Sounds Revised phonics programme to deliver systematic, synthetic phonics from the very start of Reception. Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. Through daily, consistent, and carefully sequenced phonics lessons, we teach children the essential skills to decode words, developing accuracy and automaticity. Regular assessment ensures that children access targeted interventions where necessary.



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To support fluency and comprehension, children read fully decodable books that are closely matched to their secure phonics knowledge. These books are read repeatedly in school and at home to build confidence, prosody, and understanding. Alongside our phonics teaching, we foster a love of reading by sharing high-quality, diverse texts across the curriculum, reading aloud daily, and creating opportunities for children to engage with books for pleasure. By following a consistent, whole-school reading strategy, we aim for every child to leave Appleton Academy as a fluent, enthusiastic reader who is well-prepared for the next stage of their education.

We are committed to ensure that every child becomes a confident, fluent reader. To support pupils who need additional help to keep up with age-related expectations in phonics and early reading, we implement the Little Wandle Letters and Sounds Revised: Rapid Catch-Up Programme. This structured intervention is designed specifically for children in Key Stage 2 and above who are not yet secure in phonics. The programme provides targeted, daily sessions that are short, focused, and tailored to the needs of individual learners. It ensures that gaps in phonic knowledge are addressed quickly and effectively through systematic teaching and consistent routines.

The focus of teaching for later reading development will emphasise comprehension and response as children develop as critical and fluent readers, moving from learning to read, to reading to learn, engaging and interacting with a wide range of texts for purpose and pleasure.

In Reception, Key Stage 1 and Key Stage 2 there is a daily reading lesson where the children will either read with an adult in class or work on activities to develop their reading comprehension, love of books and knowledge of words.

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Category	Yr.	Attainment	Resources	Development Strategies	
				Whole Class	Guided & Independent
Early Readers Children share their feelings and ideas about texts which they enjoy. By interacting with text in their environment, children recognise that print conveys meaning. Children are developing the ability to hear and articulate sounds in words beginning to recognise the relationship between sounds and letters, and can use this knowledge to help them decode.	LFS	Phase 1 Phonics	Little Wandle Foundations Immersion in a range of quality stories, rhymes and songs within a language rich environment		
	UFS	Phase 2,3 phonics Phase 4 taught alongside	Little Wandle phonically decodable readers	Phonically decodable texts Wide range of traditional stories and quality texts (Talk for Writing) Develop a store of familiar words Developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension.	Phonically decodable texts
	Yr1	Phase 4 and Phase 5 phonics matched to key literacy texts and theme learning	Little Wandle phonically decodable readers	Phonically decodable texts. Application of phonic reading skills through a wide range of traditional stories and quality texts (Talk for Writing) Develop a store of familiar words Developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension.	Phonically decodable texts
Budding Readers In the process of learning the basic skills needed for reading, including a range of strategies for reading unfamiliar words These readers are learning to construct the meaning of simple texts making plausible inferences, express some likes and dislikes about texts, and can notice and	Yr. 2	Little Wandle Fluency 1-5. Little Wandle Spelling incorporating phase 5 review and spelling units	<u>Y2 Book Band</u> Purple, Gold, White, Lime Free text choice	Developing a range strategies for reading unfamiliar words. Draw on knowledge of vocabulary to understand texts. Identify/ explain key aspects of fiction and non-fiction. Make inferences from texts.	A range of texts and text types within book bands.

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say something about a text's basic features.					
Developing Readers Reads with increasing fluency and accuracy and uses a range of strategies to construct meaning.	Yr. 3 & 4		<u>Yr 3 Book Band</u> Copper, Topaz, <u>Yr 4 Book Band</u> Ruby, Emerald Free text choice	Develop an understanding of more complex sentences and punctuation. Understand how simple and complex sentences influence meaning.	Respond to tension in a story and begin to find meaning beyond the literal.
Competent reader Reads between the lines, seeing meaning that isn't stated directly. Deploys a wide range of active strategies to find and read texts for different purposes	Yr. 4 & 5		<u>Book Band</u> Sapphire, Diamond Free text choice from class and Academy libraries	Skim, scan and note take. Re-read and read ahead to look for clues to determine meaning. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Identify points using inference and deduction. Meet a range of challenging and unfamiliar texts.
Active reader Has a sense of the writer at work behind a text, and can explain something about how a text is constructed, based on plenty of prior reading experience.	Yr. 5& 6		<u>Book Band</u> Pearl Free text choice from class and Academy libraries	Articulate personal responses to literature identifying how and why the text affects the reader. Use knowledge of word derivations and word formation to construct the meaning of words in context. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Evaluating author technique. Provide persuasive answers to questions selecting specific detail.



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Reflective reader Can make a considered response to a range of texts and use information from a range of sources	Yr.6		Free readers	Use connectives as signposts to indicate a change of tone. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet	Compare perspectives before and after and event and list the causes. Describe how the author juxtaposes ideas, changes perspectives, uses relevant context to explain complex ideas.
Versatile reader Is a critical and thoughtful reader across a wide range of texts: selecting, sifting, summarising, comparing and contrasting.	Yr. 6		Free readers	Can read fluently, understanding and using more sophisticated punctuation marks: colon, semicolon, parenthetic commas, dashes, brackets etc. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Use connectives as signposts to indicate a change of tone.	Understand when it is appropriate to use personal experiences to aid inferential understanding. Compare characters within and across texts.

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Reading Book Bands and Year Groups

Book Band	Colour	Year
8	Purple	Year 2
9	Gold	Year 2
10	White	Year 2
11	Lime	Year 2
12	Brown	Year 3
		Year 3
13	Grey	Year 4
		Year 4
14	Dark Blue	Year 5
15	Burgundy	Year 5
16	Black	Year 5