Whole-School Vision & Intent

At **Ribbon Academy**, reading is not considered an isolated subject; it is embedded across the entire curriculum. We place primary importance on 'Learning to Read' so that children can successfully leverage the powerful tool of **'Reading to Learn'**.

Our Core Reading Systems

Our reading curriculum is driven by a suite of sequential, progressive, and evidence-based tools:

- **Sounds-Write:** Our chosen phonics programme, supplemented by progressive decodable readers.
- **Accelerated Reader:** An expansive library of books chosen by children based on their precise reading levels.
- **Reading Plus:** An advanced digital tool utilized to accelerate reading speed, stamina, and vocabulary.
- **Core Texts:** A carefully selected, diverse spine of high-quality texts used as a stimulus for English and a hook for the wider curriculum.

Daily Whole-School Provision: 'Book Club'

Reading is strictly prioritized across our teaching timetables. Every morning across the school begins with our dedicated **Book Club**. This is a structured, daily opportunity for children to practice reading independently or with an adult, engage with targeted skills activities, and complete digital comprehension quizzes upon finishing their books to track and celebrate their progress.

The Role of Core Texts

Children are read to daily from a curated spine of core texts designed to enrich our English and wider curriculum. These texts serve as a stimulus for learning, providing hooks that help children connect new information and develop as confident readers and writers.

Text Variety, Representation, and Compliance

We ensure children explore the power of the word through a balanced mix of **fiction, non-fiction, and poetry**. In line with our statutory duties under the **Equality Act 2010**, our text selection intentionally promotes the **protected characteristics**, ensuring our literature reflects both our school and the wider global community by providing:

- **Mirrors:** Allowing children to see their own identities, cultures, family structures, and abilities positively represented.
- **Windows:** Fostering empathy, challenging stereotypes, and introducing diverse perspectives across race, disability, gender, and religion.

Story Time

In addition to the core text, adults in school read other stories aloud throughout the school week exploring the work of various authors to build upon the children's interests, knowledge of the wider world and events whilst ultimately developing an enjoyment of books, stories, and texts.

Supporting Our Readers

Targeted intervention is introduced immediately at the start of the academic year to ensure no child is left behind. For children working below age-related expectations, we deploy a structured **catch-up intervention framework** to rapidly close attainment gaps.

Highly skilled Teaching and Learning Partners (TLPs) deliver intensive catch-up sessions tailored to individual needs. These sessions focus strictly on closing gaps in the phonetic code and building automaticity and **reading fluency** before moving on to explicit text comprehension.

Additionally, priority children are identified to be **listened to read on a more regular basis** by an adult, ensuring they receive the immediate, actionable feedback required to make rapid progress.

Expectations for Home Reading

Regular practice at home is essential for embedding phonic knowledge and building reading fluency. To ensure home reading is a positive and successful experience, we operate the following expectations:

· **Phonics-Matched Books**: Children take home a Dandelion or Sounds-Write decodable book directly matched to their current phonic taught unit. This book should be read with 90–95% accuracy, allowing the child to practice independence and build confidence without struggle.

· **The Role of the Parent**: Home reading sessions should focus on the child decoding the text independently using their taught sounds. Parents are asked to support by encouraging blending, praising effort, and discussing the text to develop comprehension.

· **Frequency and Consistency**: Children are expected to read their decodable book at home for 10–15 minutes daily. Repetition is encouraged; reading the same text multiple times helps move children from sounding out words to automatic, fluent recognition.

· **Reading for Pleasure**: Alongside their decodable book, children will bring home a 'sharing book' from the school library. This book is not for the child to decode independently, but for a parent or carer to read to them, fostering a love for vocabulary, story, and language.

Year 1

Reading at a Glance

Core Texts	Phonics (Sounds-Write)	Decodable Readers	Story Time

The Role of Core Texts

As children transition to Year 1, these progress to longer narratives, structurally complex stories, and diverse non-fiction that challenge their expanding phonic knowledge and deepen reading comprehension

Phonics (Sounds-Write)

Building on the skills and code knowledge developed throughout the completion of the Initial Code in EYFS, Year 1 daily phonics sessions will continue to develop reading skills of segmenting, blending, and manipulating phonemes to read words with fluency.

Early Reading and Decodable Books

To develop confident, fluent readers, we provide structured opportunities for children to practice newly acquired phonic knowledge. Independent reading books are strictly matched to the child's current phonic attainment. Children read **Dandelion** or **Sounds-Write** decodable books that contain only previously taught units. Children remain on these text-controlled phonics books until they have secured enough of the **Extended Code** to fluently access and comprehend broader, age-related texts.

Year 2

Reading at a Glance

Core Texts	Phonics (Sounds-Write)	Decodable Readers	Accelerated Reader	Whole Class Reading	Story Time

The Role of Core Texts

As pupils transition into Year 2, texts progress to chapter books, multi-layered stories, and complex informational texts that build reading stamina, advanced fluency, and deeper inferential skills.

Phonics (Sounds-Write)

Year 2 daily phonics lessons continue to build on the skills and the knowledge that children have developed in prior years, providing meaningful links, and utilizing familiar schemas.

Decodable Readers

Children begin the year reading phonically decodable books. Once they have been exposed to the majority of the phonetic code and demonstrate successful retention through fluent decodable reading, they progress onto the **Accelerated Reader** programme. Using **Star Reader Tests** and teacher judgements to gauge an accurate reading level, children are empowered to select their own books within their target range. During Book Club and home reading, children enjoy their chosen books and complete digital comprehension quizzes upon completion to track and celebrate their progress.

Year 2 Whole Class Reading

In Year 2, Whole Class Reading is introduced to explicitly develop advanced reading skills. Through high-quality direct instruction and guided practice, these sessions focus sharply on vocabulary, fluency and comprehension.