



Strategy Statement for Reading (Year 2-6)

2026-27



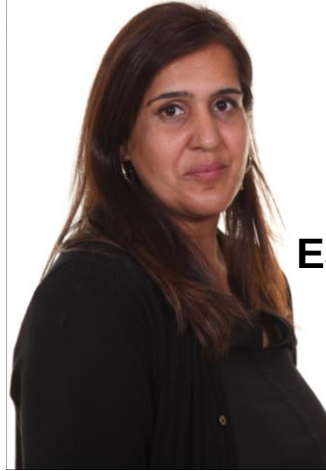
Meet the Reading Team

Reading Leadership

Margo Gaughran
Reading Lead
Quality of Education



Sofya Ali
Early Reading Lead



Reading Support Across the School

Maria Dean
EYFS Quality of Education

Kim Wilden
Quality of Education

Rachel Lawrence
Quality of Education

Kainis Begum
SLSA for Reading

Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Contents

- Our Reading Vision
- Curriculum End Points
- Pedagogical Approach
- Developing Reading Across the School
- Core Texts
- Assessments

Statement of Intent

Rationale

First and foremost, we aim to develop a love of reading; we want our children to be **readers**, not simply children who can read.

Reading is a priority at Becontree because it enables children to access the wider curriculum and opens doors to knowledge, imagination and new experiences. We want children to read widely and often, both for pleasure and for purpose.

Our reading curriculum develops the interconnected knowledge and skills children need to become successful readers. We explicitly develop **decoding, fluency, vocabulary and comprehension**, while providing regular opportunities to encounter, discuss and enjoy high-quality texts.

Through reading, children broaden their vocabulary and knowledge of the world, encounter different perspectives and experiences, and develop the confidence and independence to make increasingly ambitious reading choices.

Our aim is for every child to leave Becontree as a **confident, fluent and thoughtful reader**, equipped for the next stage of their education and with a positive relationship with reading that can continue beyond school.

Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

We provide opportunities for children to read and discuss high-quality texts that reflect the **diversity of our school, our wider community and the world around them**. Through carefully selected texts, children encounter a range of cultures, identities, experiences and perspectives, developing understanding, empathy and respect for others.

Reading and discussion also provide meaningful opportunities to explore **values, rights, responsibilities and protected characteristics**, supporting children to consider different viewpoints and participate thoughtfully and respectfully in discussion

Through reading, children at Becontree become...

Effective Communicators

- develop a rich and increasingly precise vocabulary
- discuss texts clearly, building on the ideas of others
- explain and justify their thinking using evidence

Responsible and Caring Citizens

- encounter diverse cultures, identities, experiences and perspectives
- develop empathy and understanding through what they read
- discuss different viewpoints thoughtfully and respectfully

Active Contributors

- participate actively in book talk and collaborative reading
- ask questions and contribute ideas about texts
- recommend, discuss and celebrate books with others

Successful and Independent Learners

- develop the fluency and comprehension needed to access increasingly challenging texts
- monitor their own understanding and use strategies when meaning breaks down
- make increasingly independent and purposeful reading choices

Confident and Ambitious Individuals

- see themselves as readers and develop confidence in their reading
- explore a broad range of authors, genres and increasingly ambitious texts
- develop positive reading habits that extend beyond the classroom

Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



Both this Strategy Statement and its counter-part for the Early Years Foundation Stage (EYFS) and Key Stage 1 outline our whole-school approach to teaching reading. Some sections will refer to the Strategy Statement for Phonics and Early Reading.

End Points

We strive to promote high standards of literacy. As a school, we aim for all pupils to:

Read widely and often for both pleasure and information

Read easily, fluently and demonstrate good understanding

Use discussion in order to learn, explain clearly their understanding and ideas supported with evidence from the text

Be competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating their understanding of what they have read

By the end of year 3 and 4, children should:

Word Reading: Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and
- suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension: Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

Pupils should be taught to understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

By the end of year 5 and 6, children should:

Word Reading: Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

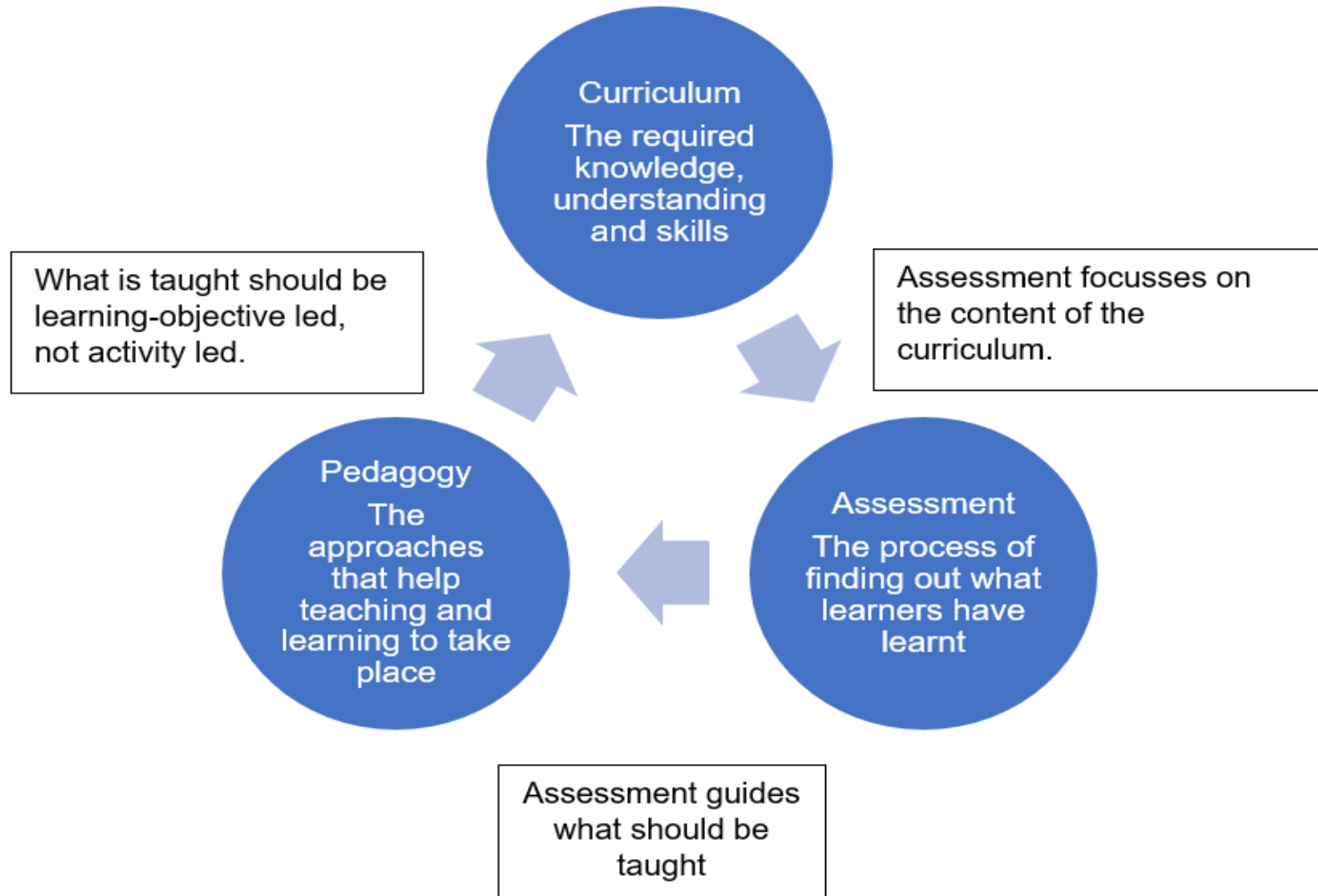
Comprehension: Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Pupils should be taught to understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



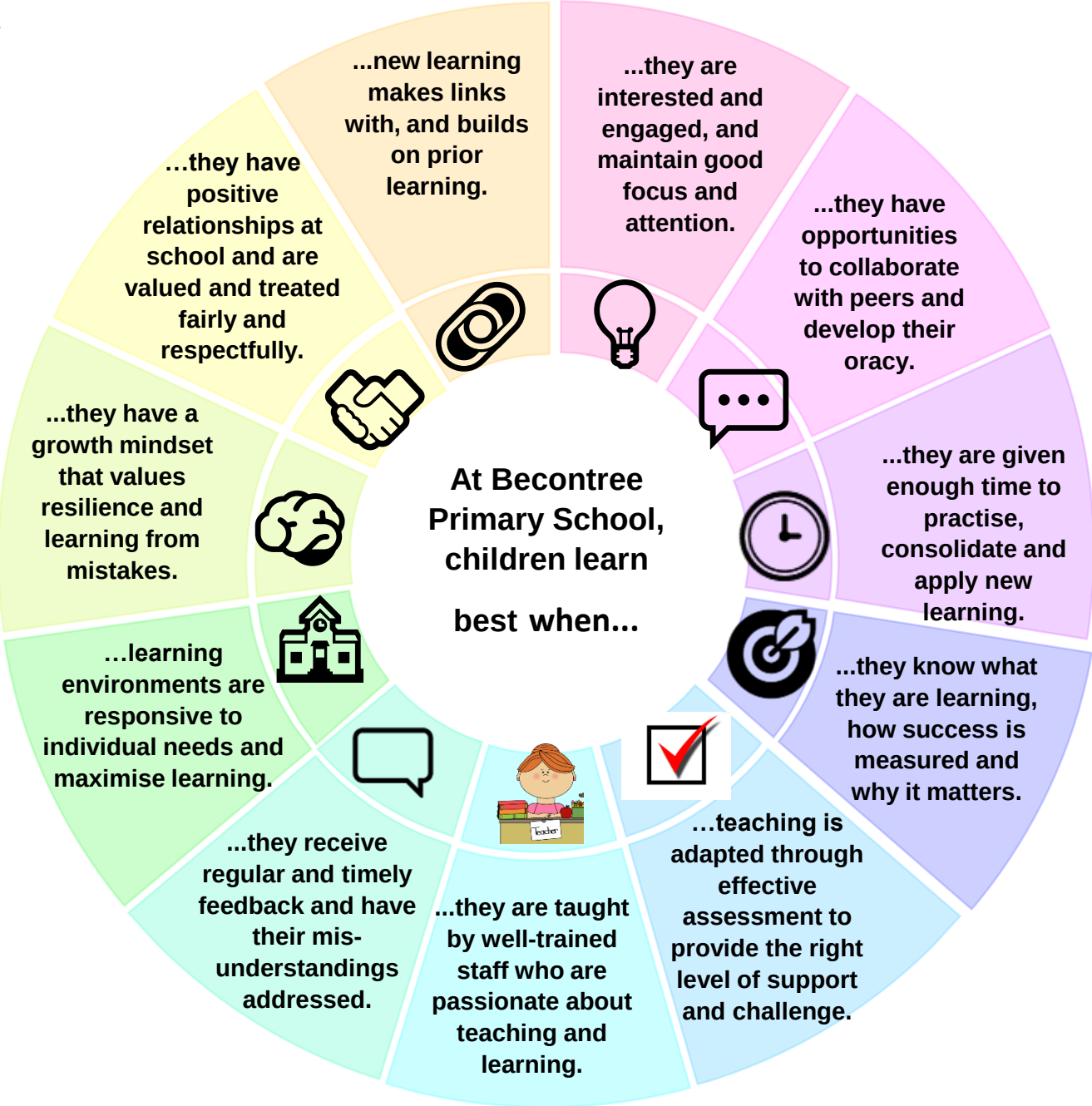
Pedagogical Overview

From Year 2 to Year 6, children experience a consistent approach to the teaching of reading, adapted to their stage of reading development and individual needs.

Reading provision	Our approach
Comprehension	Carefully sequenced texts across a range of genres and forms develop children's understanding and increasingly independent application of comprehension through close and extended reading.
Book Study	Children engage with high-quality whole texts through fluent reading, vocabulary development, discussion, interpretation and written response.
Reading Fluency	Fluency is developed explicitly through teacher modelling and supported oral reading, including approaches such as echo, choral, repeated and paired reading. Teaching and practice are adapted according to children's fluency needs.
Read Aloud	Adults model expert, expressive reading and expose children to ambitious vocabulary, high-quality texts and a broad reading diet.
Independent & Home Reading	Children read regularly from books appropriate to their reading development, with increasing independence in selecting and sustaining their reading.
Targeted Support	Assessment identifies barriers to successful reading. Additional teaching and intervention are matched to children's needs in decoding, fluency, vocabulary and/or comprehension.

Assessment informs provision: teachers use a range of evidence to identify strengths and barriers, adapt teaching and text access, and determine when additional support is required.

Whole School Pedagogy



Pedagogy

At Becontree, the teaching of reading combines a range of complementary approaches to provide a **consistent, systematic and coherent reading experience** from Year 2 to Year 6.

Comprehension, Book Study, Reading Fluency and Read Aloud each have a distinct purpose, while working together to develop confident, fluent and thoughtful readers. Teaching is responsive to assessment and adapted to ensure that all children can access, understand and engage with increasingly ambitious texts.

Pedagogical Approaches	Purpose
Comprehension	A carefully sequenced approach which develops children from supported comprehension towards confident and increasingly independent understanding of a wide range of texts. Children benefit by: • reading a broad and increasingly challenging range of texts, including fiction, non-fiction, poetry, songs and other text forms • developing understanding through Orientate, Build, Interrogate and Prove (OBIP) • hearing teachers model the thinking and strategies of effective readers • discussing, questioning and exploring texts to clarify meaning and deepen understanding • learning to retrieve, infer, predict, summarise and explore how vocabulary and language contribute to meaning • justifying interpretations and responses with evidence from the text • increasingly selecting and applying appropriate comprehension strategies independently
Book Studies	Children engage with high-quality, age-appropriate whole texts, developing their understanding through sustained reading, discussion and response. Children benefit by: • hearing teachers model fluent, expressive reading and effective reading behaviours • developing fluency through supported and collaborative reading • exploring vocabulary, language, characters, themes and ideas within the context of a whole text • discussing and developing interpretations with partners and as a class • making thoughtful individual written responses to what they have read • building the stamina and confidence to engage with increasingly challenging whole texts

Pedagogical Approaches	Purpose
Reading Fluency	Fluency is developed throughout reading teaching, enabling children to read increasingly challenging texts accurately, automatically and with appropriate expression. Children benefit by: • hearing teachers model accurate, fluent and expressive reading • developing accuracy and automaticity, allowing greater attention to be given to meaning • practising fluent reading through approaches such as echo, choral, repeated and paired reading • developing prosody (appropriate phrasing, pace and expression) and attention to punctuation. • rereading and rehearsing texts to build confidence, stamina and fluency • receiving teaching and practice responsive to their individual fluency needs • developing the fluency needed to access and understand increasingly challenging texts
Read Aloud	Children regularly experience expert, expressive reading of high-quality texts by an expert reader. Children benefit by: • regularly experiencing high-quality texts read aloud with fluency and expression • encountering and discussing ambitious vocabulary, including deliberately identified Tier 2 vocabulary • developing comprehension as teachers model the thinking and self-regulatory strategies of effective readers • strengthening their listening, attention and understanding • experiencing a broad range of high-quality texts, including texts they may not yet be able to access independently • developing curiosity, enjoyment and enthusiasm for reading

How we promote reading across the school

Developing Teacher Subject Knowledge	• in-school and external professional development • moderation, collaborative planning and shared practice • engagement with current research and evidence-informed practice • developing teachers' knowledge of children's literature, texts and authors • support, coaching and guidance from the Reading Lead and Early Reading Lead
Developing children's language and communication	• explicit teaching and application of carefully selected Tier 2 vocabulary • vocabulary selected for its usefulness across texts, subjects and contexts • repeated opportunities to encounter, discuss and apply new vocabulary • previously taught vocabulary revisited and encouraged in children's spoken and written language • vocabulary arising naturally from class texts and the wider curriculum explored in context • opportunities to articulate, develop and justify ideas through purposeful discussion
Meeting the needs of all children	• high-quality, inclusive teaching as the starting point for all children • assessment used to identify specific barriers to successful reading • teaching, scaffolding and text access adapted responsively to need • additional teaching targeted to decoding, fluency, vocabulary and/or comprehension • regular review of progress to ensure that support is appropriately matched and adjusted
Promoting Reading for Pleasure	• regular read aloud using high-quality texts • access to diverse, appealing and age-appropriate books in classrooms and the Reading Hub • Reading Champions promoting reading and supporting the Reading Hub • opportunities for children to recommend, discuss and celebrate books • reading assemblies, author experiences, World Book Day, Book Fairs and other reading events • opportunities to visit and use the Reading Hub and local libraries • recognition and celebration of children's reading choices and achievements

Promoting Reading in the Environment	• accessible, well-stocked and inviting book collections in classrooms and shared reading spaces • books displayed and promoted in ways that encourage choice, recommendation and discussion • current vocabulary made visible and revisited to support application • displays across the curriculum used purposefully to support vocabulary and language development • children's reading, recommendations and achievements celebrated across the school
Home learning	• children are expected to read regularly at home, with books matched appropriately to their reading development. • in Years 3 and 4, Story Zoo supports home reading through reading records, eBooks and comprehension quizzes. • further information on how to support children at home can be found in the Home Learning booklets for each year group or phase and in the support for home learning section on the school website.
Parent/Community links	• volunteer reading partners • book recommendations and guidance for families • parent DEAR sessions • Book Fairs • links with and visits to local libraries • Reading Hub open after school four days a week • reading competitions and challenges

Core texts

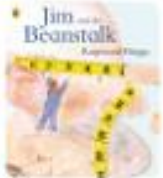
As part of our English curriculum, we use high-quality texts to support children's learning in both writing and reading. In every year group, these form our core texts.

The Year 2-6 core texts include the text used in our writing units, book studies and for our read alouds.

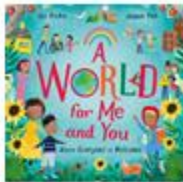
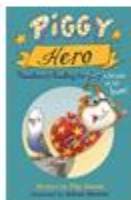
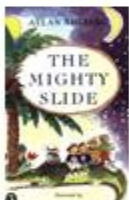
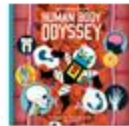
For full details of core texts used in EYFS and KS1, see our Strategy Statement for Phonics and Early Reading.

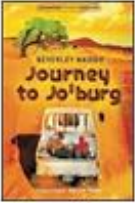
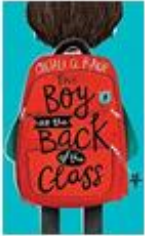
Please refer to medium-term and short-term plans for specific detail on how these texts are used.

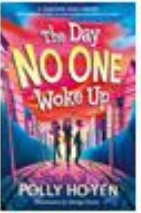
Year 2

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	Non-fiction Instructions   Fiction Jack and the Beanstalk by Vera Southgate Jim and the Beanstalk by Raymond Briggs	Non-fiction Recount Non-fiction Fact-file  Fiction Lizzie the elf	 Fiction The Crow's Tale by Naomi Howarth	 Fiction Granny came here on the Empire Windrush by Patrice Lawrence  Fiction The Man on the Moon by Simon Bartram	 Fiction Room on the Broom by Julia Donaldson  Fiction The Magic Finger by Roald Dahl	 Fiction The Missing Piece by Jordan Stephens Poetry Michael Rosen John Foster
	Read Aloud   The worries by Jion Shebani Leonora Bolt: Secret Inventor by Lucy Brandt		Read Aloud   Mr Penguin and the Lost Treasure and Mr Penguin and the Fortress of Secrets by Alex T. Smith		Read Aloud     Book of Very Silly Poems by Michael Rosen Quick Let's Get Out of Here by Michael Rosen You Wait <u>Till</u> I'm Older Than You by Michael Rosen No Breathing in Class by Michael Rosen	

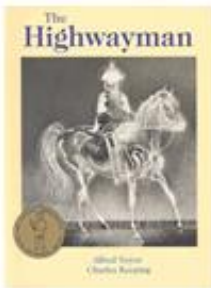
Year 3

Autumn term		Spring term		Summer term	
A	B	A	B	A	B
Writing  Non-Fiction A World for Me and You by Uju Asika  Narrative Emmanuel's Dream by Laurie Ann Thompson	 Science Fiction The Iron Man by Ted Hughes Play Scripts 'A Tune of Lies'	 Narrative Ottoline and the Yellow Cat by Chris Riddell	 Narrative and Non-Fiction The Pebble in my Pocket by Meredith Hooper	Narrative- Folk tales 'The Enchantress of the Sands' A Story from Botswana Discussion texts	Narrative, including diaries Sand Wizards Instruction writing Cross- curricular link: DT unit focusing on pizza making
Reading Read Aloud  Piggy Handsome by Pip Jones (A) Piggy Hero by Pip Jones (B) Book Study  Legend of Kevin by Phillip Reeve and Sarah McIntyre	Read Aloud  Poetry focus Please Mrs Butler, Heard it in the Playground and The Mighty Slide by Allan Ahlberg (A and B) Book Study  Stitch Head by Guy Bass	Read Aloud  Planet Omar: Accidental Trouble Magnet by Zanib Mian(A) Planet Omar: Unexpected Super Spy by Zanib Mian (B) Book Study  Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)			

		Autumn term		Spring term		Summer term	
Writing		A	B	A	B	A	B
		Narrative The Whale by Ethan and Vita Morrow 	 Narrative Journey to Jo'burg by Beverly Naidoo  Poetry Werewolf Club Rules by Joseph Coelho	Narrative Varjak Paw by SF Said 	 Non-fiction- persuasive writing Holiday brochure to Sicily	 Narrative The Mousehole Cat by Antonia Barber and Nicola Bayley  Non-Fiction- Explanation Text	 Narrative The Boy at the Back of the Class By Onjali Q. Rauf
Reading		Read Aloud		Read Aloud		Read Aloud	
		 Llama Out Loud by Annabelle Sami		 Varjak Paw by SF Said (A)  Agent Aisha- Mission Shark Bytes by Sophie Deen		 The Boy at the Back of the Class by Onaji Q. Rauf	
		Book Study		Book Study		Book Study	
		 Krindlekrax by Philip Ridley		Sam Wu is NOT Afraid of Ghosts by Katie Tsang and Kevin Tsang 		 Children who Changed the World by Marcia Williams	

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	Narrative This is NOT a fairy tale Explanation text Based on a Tudor topic	Discussion Writing a balanced argument Plan and explain in a debate Poetry Last night I saw the city breathing Goodnight Stroud	Recount Bling! Writing diaries Narrative (Fairy tale) The Princess' Blankets, including writing a formal letter of advice and narrative 	Biographies Author Focus: Roald Dahl Narrative The Matchbox Diary by Paul Fleischman 	Newspaper recounts The Lighthouse  Narrative (Stories from another culture) Dragon Slayer	Playscripts Catch it!  Instructions Creating Ancient Greek Vases
Reading	Read Aloud   Boy in the Tower by Polly Ho-Yen (A) The Day No One Woke Up by Polly Ho-Yen (B)		Read Aloud   Danny, the Champion of the World by Roald Dahl (A) The Witches by Roald Dahl (B)		Read Aloud   Overheard in a Tower Block, and Poems Aloud by Joseph Coelho	
	Book Study   Frankenstiltskin by Joseph Coelho (A) A Cat's Guide to the Night Sky by Stuart Atkinson & Brendan Kearney (B)		Book Study   Odd and the Frost Giant by Neil Gaiman (A) Loki: A Bad God's Guide to Being Good by Louie Stowell (B)		Book Study   Loki: A Bad God's Guide to Being Good by Louie Stowell (A) Room 13 by Robert Swindells (B)	

Year 6

Terms		Autumn term		Spring term		Summer term	
		A	B	A	B	A	B
Writing		Y6 Writing Foundations  Narrative Suspense Unit, including a trip to the park	 Non-fiction Strange Species Unit	 Narrative Poetry The Highwayman, including a diary and a letter (Autumn B and Spring A) Non-fiction- Monologue Voices Under Pressure Unit	 Narrative (Fantasy adventure) Leon and the Place Between	 Review trip linked to Chessington	 Tragedy Hamlet: A Shakespeare Story
	Reading	Read Aloud  Wicked World! By Benjamin Zephaniah Funky Chickens by Benjamin Zephaniah Book Study  Clockwork or All Wound Up by Philip Pullman Cloud Busting by Malorie Blackman		Read Aloud  Wed Rabbit by Lissa Evans Tyger by SF Said Book Study  When we became Humans: our incredible evolutionary story by Michael Bright and Hannah Bailey		Read Aloud  The Haunting of Aveline Jones by Phil Hickes Everything All at Once by Steve Camden Book Study  Floodland by Marcus Sedgwick Giant by Kate Scott	

How we assess reading across the school

Assessment is used to build a rounded picture of each child as a reader, identify strengths and barriers, and inform teaching and additional support. No single assessment provides a complete picture; teachers therefore draw on a range of formative, diagnostic and summative evidence appropriate to children's stage of reading development.

Teacher Observations of Reading	Teachers continually assess reading through observation, discussion and children's responses to texts. They consider children's accuracy and fluency, understanding of vocabulary and meaning, ability to discuss and justify interpretations, and their independence and reading behaviours. This ongoing evidence informs day-to-day teaching and contributes to the wider assessment picture.
Benchmarking	Benchmarking is used with children who are reading within the colour-banded book system. Through individual reading, teachers and the SLSA for reading assess children's accuracy, self-correction and understanding to identify an appropriate reading level and monitor progress. Once children move beyond colour-banded books, benchmarking is no longer used.
Phonics and Decoding Assessment	Where children have not yet secured the phonics and decoding knowledge needed for fluent reading, diagnostic assessment is used to identify specific gaps and inform targeted teaching. In Year 2, this includes the statutory Phonics Screening Check for children who did not meet the expected standard in Year 1
Oral Reading Fluency	Oral Reading Fluency assessment provides information about how successfully children read connected text with accuracy and fluency. Children read an age-appropriate passage aloud while teachers consider reading rate, accuracy and aspects of fluent, expressive reading. Alongside reading-age assessment, ORF evidence helps teachers determine an appropriate Junior Level for children who have progressed beyond colour-banded books. It also helps identify specific barriers to fluent reading, informs teaching and targeted support, and enables progress to be monitored over time.
Reading-Age assessment	The Hertfordshire Sentence Reading Test provides a standardised measure of reading attainment and a reading-age score. It is used at agreed assessment points to monitor progress and identify children whose reading may require further investigation. Results are considered alongside other assessment evidence rather than being used in isolation to determine provision.

**Comprehension
Assessment**

Children's comprehension is assessed continually through discussion, questioning and written responses during Comprehension and Book Study. Teachers consider children's ability to understand increasingly challenging texts, explore vocabulary and language, retrieve and connect information, infer and interpret meaning, and justify responses with evidence.

More formal comprehension assessments are used at agreed points to provide additional evidence of attainment and progress.

Summative Assessment

In November, March and June, children in Years 2–5 complete a HeadStart Primary Reading assessment under test conditions. These assessments provide summative evidence of children's attainment and progress in reading comprehension.

In Year 6, texts and questions from previous national curriculum reading assessments are used progressively within comprehension teaching. This enables children to develop and apply their comprehension while becoming increasingly familiar with the demands of the statutory assessment.

Past national curriculum reading papers are also used at planned assessment points to provide summative evidence of attainment and progress. In 2026–27, the 2025 and 2026 papers will be used for this purpose.