Priority 1: To improve reading outcomes across the school by ensuring consistently high-quality reading provision, with a particular focus on the consistent and effective implementation of Destination Reader in Key Stage 2 and the continued high-quality delivery of Read Write Inc. phonics. Ultimately, resulting in improved pupil attainment and progress at key assessment milestones, with outcomes moving towards or above national averages.

SLT lead: ZW/AS	**Cross Reference:** Priority 2 Writing and Priority 3 Inclusion

Impact
This objective will have been achieved when: • Reading outcomes improve across the school compared with the previous academic year. • KS2 reading outcomes move towards national averages for **EXS and GDS**. • A greater proportion of pupils achieve the expected standard in reading at the end of KS1 and KS2. • The proportion of pupils achieving GDS in reading increases. • Pupils identified as being close to the expected standard make sufficient progress to secure the standard. • Pupils receiving targeted reading or phonics intervention demonstrate measurable progress. • Assessment information demonstrates that gaps in reading knowledge and skills are identified and addressed promptly. • Monitoring shows greater consistency in the delivery of Destination Reader across KS2. • Monitoring shows that pupils are increasingly able to apply reading strategies independently. • RWI monitoring demonstrates consistent, high-quality phonics teaching across EYFS and KS1. • Pupil voice demonstrates increased enjoyment, confidence and engagement in reading. • Regular moderation, book looks, lesson visits and pupil voice demonstrate consistent expectations for reading across the school.

Key Milestones

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SLT lead: ZW/AS	**Cross Reference:** Priority 2 Writing and Priority 3 Inclusion

Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Status		
	Staff	Gov.				A	S	Su

Early Years / KS1

- Maintain strong RWI outcomes and continue to improve the proportion of pupils reaching the expected phonics standard.
- Ensure pupils who do not meet the phonics standard receive timely additional support.
- Nursery children develop strong foundations in communication, language, listening, stories, rhymes and phonological awareness in preparation for formal phonics teaching.

End of KS1

- Improve the proportion of pupils achieving the expected standard in reading compared with the previous year.
- Increase the proportion of pupils achieving greater depth in reading.
- Ensure pupils who are close to the expected standard are identified and receive targeted support.
- Pupils demonstrate increasing independence when applying reading strategies.

End of KS2

- Improve the percentage of pupils achieving the expected standard in reading compared with the previous year.
- Increase the proportion of pupils achieving greater depth in reading.
- Increase the proportion of pupils achieving the expected standard in the combined Reading, Writing and Mathematics measure.
- Reduce the number of pupils working just below the expected standard through targeted classroom teaching and intervention.
- Pupils demonstrate increasing confidence in discussing texts, using vocabulary and applying comprehension strategies independently.

Whole School

- Reading assessment information is consistently used to identify gaps and inform teaching.
- Staff have a shared understanding of high-quality reading provision and expectations.
- Destination Reader is embedded consistently across KS2.
- RWI continues to be delivered consistently and effectively across EYFS and KS1.
- Pupils demonstrate a positive attitude towards reading and increasingly read for pleasure.
- Reading monitoring shows clear progression in vocabulary, comprehension and reading skills across the school.
- Reading outcomes show sustained improvement and move towards or above national figures.

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	Staff	Gov.				A	S	Su
Improve the consistency and quality of Destination Reader across KS2 • Ensure Destination Reader is implemented consistently across KS2, with all teachers having a shared understanding of the programme's structure, pedagogy and expectations. • Develop teachers' confidence in delivering the core elements of DR, including modelling, vocabulary development, comprehension strategies, discussion and independent application. • Ensure there are consistent expectations for pupil participation, discussion, vocabulary and independent application within reading lessons. • Monitor the quality and consistency of Destination Reader through lesson visits, pupil voice, book looks and professional dialogue. • Share effective practice and provide targeted support or CPD where areas for development are identified. • Ensure new staff are supported to understand the school's approach to	ZW AS Class Teachers		DR resources staff meeting time	Ongoing, reviewed termly	Lesson visits Pupil voice Book looks Professional dialogue			

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DR and the expectations for reading teaching.								
Maintain high-quality Read Write Inc. phonics provision across EYFS and KS1 • Ensure RWI continues to be delivered consistently across EYFS and KS1 in line with agreed school expectations. • Maintain a strong focus on accurate pronunciation, pace, participation and application of phonics knowledge to reading and writing. • Use RWI assessment information to identify pupils requiring additional support and ensure interventions are timely and closely matched to identified gaps. • Ensure Fast Track Tutoring is used effectively for pupils who require additional phonics support. • Ensure pupils who do not secure the expected phonics standard receive appropriate additional teaching and continue to be supported as they move into KS2.	ZW AS EYFS & KS1 staff		RWI resources RWI assessment information Time for Fast Track Tutoring	Ongoing	RWI assessment Phonics observations learning walks Pupil progress meetings Phonics leader monitoring.			

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• Continue to develop early reading foundations in Nursery to ensure children are well prepared for formal phonics teaching.								
Improve pupil attainment and progress in reading • Use assessment information at agreed assessment points to identify gaps in reading knowledge and skills and respond through high-quality classroom teaching and targeted support. • Use pupil progress meetings to identify pupils who are close to achieving the expected standard and agree appropriate actions. • Monitor the progress of identified pupils and groups, including disadvantaged pupils and pupils with SEND. • Strengthen formative assessment within reading lessons so that teachers identify misconceptions and gaps and adapt subsequent teaching. • Ensure pupils increasingly apply taught reading strategies independently, particularly the core	Class Teachers AS SLT		Assessment information PiXL resources DR resources Reading assessments	Ongoing – reviewed termly	Pupil progress meetings Assessment data Book looks Pupil voice Lesson observations.			

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comprehension skills developed through DR. • Ensure vocabulary and background knowledge are explicitly developed through high-quality texts and discussion.								
Strengthen targeted reading intervention • Continue to identify pupils who are at risk of not meeting age-related expectations in reading and prioritise timely support. • Use PiXL assessment and question-level analysis in KS2 to identify specific gaps in pupils' reading knowledge and skills. • Use assessment information to identify pupils requiring additional phonics support and provide targeted RWI intervention where appropriate. • Ensure targeted support is closely matched to identified need and complements high-quality classroom teaching. • Monitor the impact of interventions regularly and adapt provision where pupils are not making expected progress.	Class Teachers AS ZW		PiXL assessments and resources RWI assessment and intervention resources Povision maps	Ongoing, reviewed termly	Pupil progress meetings Intervention monitoring Assessment information Provision map reviews			

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• Give particular attention to pupils working close to the expected standard, ensuring that additional support is targeted towards securing ARE.								
Strengthen assessment and monitoring of reading • Ensure reading assessment information is used effectively to identify strengths, gaps and priorities for individual pupils and cohorts. • Use pupil progress meetings to identify pupils requiring additional support and agree clear actions. • Monitor reading outcomes by year group and key pupil groups to identify patterns and areas requiring further action. • Use moderation and professional discussion to develop consistency in teacher assessment. • Monitor the impact of interventions and additional support on pupil outcomes. • Use monitoring information to inform future CPD, curriculum development and targeted support.	ZW AS Class Teachers		Reading assessment information PiXL Moderation materials	Termly	Pupil progress meetings LA moderation Data analysis Book looks			

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Develop a strong culture of reading across the school • Continue to promote reading for pleasure alongside the development of reading skills. • Ensure pupils have regular opportunities to enjoy a wide range of high-quality fiction, non-fiction and poetry. • Continue to develop pupils' vocabulary and background knowledge through exposure to high-quality literature and discussion (3 key words). • Develop opportunities for pupils to recommend and discuss books and share their reading experiences. • Strengthen the connection between home and school, particularly encouraging reading aloud and regular reading at home. • Continue to develop the school's Reading for Pleasure offer and ensure pupils have access to engaging and appropriately challenging texts.	AS Class Teachers ZW		School library Class reading materials Home-reading resources	Ongoing	Pupil voice learning walks library monitoring Parent feedback			