

READING *Our* STRATEGY



Contents

Page 3 - Our Vision

Page 4 - Early Readers

Page 5 - The Teaching of Reading

Page 6 - Strong Intervention and Support

Page 7 - Equity, Diversity and Inclusion

Page 8 - Oracy Development

Page 9 - High Quality Texts

**Page 10 - Culture of Reading - Reading for
Pleasure**

Page 11 - Community Approach

**Page 12 - Reading Across the Curriculum -
Reading for Purpose!**

Page 13 - Leadership of Reading

Page 15 - Implementation and Impact Pledges

READING Our STRATEGY

Our Vision

At LDST, we believe that reading is fundamental to pupils' achievement, confidence and future success. We are committed to ensuring that every pupil becomes a fluent, confident and engaged reader who can access the full curriculum and develop a lifelong love of reading.

We prioritise the teaching of reading so that all pupils:

- **Read with accuracy, fluency and understanding**
- **Develop strong language comprehension and vocabulary**
- **Read widely and with increasing independence and enjoyment**
- **Use reading effectively to support learning across the curriculum**

We ensure that all pupils successfully progress from 'learning to read' to 'reading to learn', through a consistent, evidence-informed approach.

As Dr Seuss stated:

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Through this vision, we aim to ensure that all pupils leave our schools as confident, capable readers, well-prepared for the next stage of their education and able to participate fully in society.



Early Readers

In line with the DfE Reading Framework, early reading is prioritised and taught through:

- **A systematic synthetic phonics programme from Nursery/Reception onwards**
- **Daily, structured phonics teaching with fidelity to one programme**
- **Decodable books closely matched to pupils' phonics knowledge**
- **Frequent practice of blending, segmenting and automatic word recognition.**

Across LDST, early language development is central:

- **Use of oral storytelling, rhymes and repetition to build language and memory**
- **Explicit teaching of vocabulary and spoken language from EYFS onwards**
- **Strong parental engagement through phonics workshops and shared resources**
- **Environments that enable language development**
- **Intervention/work with external agencies when appropriate.**

Our LDST Pledge: The vast majority of pupils become fluent readers by the end of Key Stage 1.



READING *Our* STRATEGY

The Teaching of Reading

The teaching of reading across LDST is explicit, structured and evidence-informed.

Through a structured and consistent approach, all schools ensure:

- **Teaching explicitly develops word reading and language comprehension**
- **Reading lessons are carefully sequenced and text-led.**

Pupils develop:

- **Fluency through repeated, choral and modelled reading**
- **Vocabulary through explicit teaching of language and meaning**
- **Comprehension through structured questioning and discussion**
- **Extended texts and reading schemes are used to ensure depth, progression and consistency.**

Our LDST Pledge: Pupils read with increasing accuracy, fluency, prosody and understanding.



READING Our STRATEGY

Strong Intervention and Support

LDST is committed to ensuring no child is left behind in reading:

- Early identification through robust and regular assessment
- Immediate, targeted phonics and reading interventions
- Daily reading for the lowest 20% of readers
- Structured programmes (e.g. phonics catch-up, Fresh Start, 1:1 reading)

Interventions are:

Timely and sharply focused

Closely monitored for impact

Adapted to meet individual needs, including SEND

Technology and diagnostic tools (e.g. Reading Assessment QLA, Accelerated Reader) are used to track progress and inform teaching.

Our LDST Pledge: Gaps in reading close quickly and more pupils reach age related expectations.



READING Our STRATEGY

Equity, Diversity & Inclusion

Reading at LDST reflects and celebrates the diversity of our communities. We are inspired by the concept of ‘windows, mirrors and sliding doors’ developed Dr Rudine Sims Bishop.

- **Carefully chosen reading spines ensure representation and inclusivity.**
- **Texts chosen reflect a wide range of cultures, experiences and perspectives**
- .

All pupils have equitable access to books and reading opportunities. Teaching is adapted to meet the needs of all learners and book choices are fully inclusive.

Our LDST Pledge: Every child will see themselves in texts and be supported to better understand the lives of others. As such pupils develop empathy, understanding and a sense of belonging.

CHILDREN NEED BOOKS THAT ARE

MIRRORS that allow them to see themselves and their own experiences

WINDOWS that they can look through to see other worlds and

SLIDING GLASS DOORS

that allow them to “walk through in imagination” to other worlds

-Rudine Sims Bishop, 1990

Oracy Development

In line with research and the Reading Framework, spoken language underpins reading at LDST:

- **Structured opportunities for talk in every reading lesson**
- **Use of choral reading, drama, performance and debate**
- **Explicit teaching of vocabulary and sentence structures**
- **Approaches such as storytelling, role play and performance (e.g. poetry, worship, drama) support:**
 - Comprehension**
 - Confidence**
 - Critical thinking**
- **Pupils are encouraged to articulate ideas, challenge viewpoints and justify responses.**

Our LDST Pledge: Pupils are empowered with the skills and opportunities so speak clearly and confidently about what they read.



High Quality Texts

LDST schools provide a rich, ambitious and coherent diet of texts:

- **Trust-wide and school-based reading spines from EYFS to Year 6**
- **A balance of fiction, non-fiction, poetry and visual texts**
- **Carefully sequenced texts that build vocabulary, knowledge and cultural capital**
- **Texts are:**
 - Aspirational and challenging**
 - Linked to curriculum themes where appropriate**
 - Selected to broaden horizons and deepen understanding**

Our LDST Pledge: Children hear and read expertly chosen, high-quality literature every day.



Culture of Reading - Reading for Pleasure!

LDST nurtures a strong culture of reading for pleasure:

- **Daily opportunities to read independently (e.g. ERIC / Drop Everything and Read)**
- **Class novels and storytelling experiences**
- **Reading rewards, celebrations and competitions**

Schools promote reading through:

- **Events (World Book Day, poetry days, author visits, Shakespeare workshops)**
- **Class/School libraries and pupil reading leaders**
- **Reading role models across staff and community.**

Our LDST Pledge: Reading is highly visible and celebrated across all schools, fostering motivation and enjoyment.



Community Approach

Reading is a shared responsibility across the LDST community:

- Regular parent workshops (phonics, comprehension, reading for pleasure)
- Guidance and communication through newsletters and online platforms
- Partnerships with libraries, volunteers and reading initiatives

Our Parents/Carers are supported to:

- Read regularly at home with their children
- Understand school approaches
- Engage in their child's reading journey.

Our LDST Pledge: Strong partnerships strengthen outcomes and builds a community of readers.



READING *Our* **STRATEGY**

Reading Across the Curriculum - Reading for Purpose!

LDST ensures reading is integral to all subjects:

- **Use of disciplinary reading approaches**
- **Explicit teaching of subject-specific vocabulary**
- **Use of high-quality texts to build knowledge (e.g. curriculum-linked reading)**

Approaches such as Opening Worlds and subject reading spines support:

- **Deeper understanding of content**
- **Development of academic language**
- **Independent learning through reading**

Our LDST Pledge: Approaches such as curriculum reading spines and knowledge-rich texts support disciplinary literacy.





Leadership of Reading

Strong leadership at all levels ensures that reading is prioritised and consistently delivered to a high standard across all LDST schools.

Trust Leadership and Oversight

The Trust provides clear strategic direction through a shared Reading Strategy aligned with the DfE Reading Framework. Trust leaders and Education Officers monitor implementation through quality assurance, data analysis and school review processes. Best practice is shared across schools to ensure consistency and continual improvement.

Local Governance

Governors hold leaders to account for the quality of reading provision and pupil outcomes. Regular reporting ensures governors understand strengths, priorities and the impact of reading strategies. Reading remains a key priority within school development planning.

Senior Leadership

Senior leaders prioritise reading as a core element of school improvement. Timetables and staffing ensure sufficient time and expertise for high-quality teaching of reading from EYFS to Y6. Leaders monitor the quality of teaching, interventions and pupil progress and act rapidly to break down any barriers identified.



Leadership of Reading

Subject Leadership (Reading/English Leaders)

Subject leaders ensure a coherent and progressive reading curriculum is in place. They provide ongoing professional development and coaching for staff. Assessment systems are used effectively to identify gaps and inform provision. Leaders monitor teaching, pupil voice and outcomes to drive improvement.

Pupil Leadership

Pupils play an active role in promoting reading across schools (e.g. librarians, reading ambassadors). They support the reading culture through book recommendations, events and peer support. Pupil voice informs development of reading provision and environments.

Our LDST Pledge:

**Reading is consistently prioritised across all schools!
Teaching is of high quality and aligned with evidence-informed practice.**

Pupils make strong progress and develop positive attitudes towards reading.

Implementation Pledge

- Ongoing CPD supports strong subject knowledge and pedagogy
- Coaching, monitoring and quality assurance ensure consistency
- Assessment systems inform teaching and track progress



READING Our STRATEGY

Impact Pledge

- Pupils achieve strong outcomes in reading
- Pupils read fluently, accurately and with understanding
- Pupils develop a sustained love of reading
- Pupils are equipped to succeed across the curriculum and beyond

