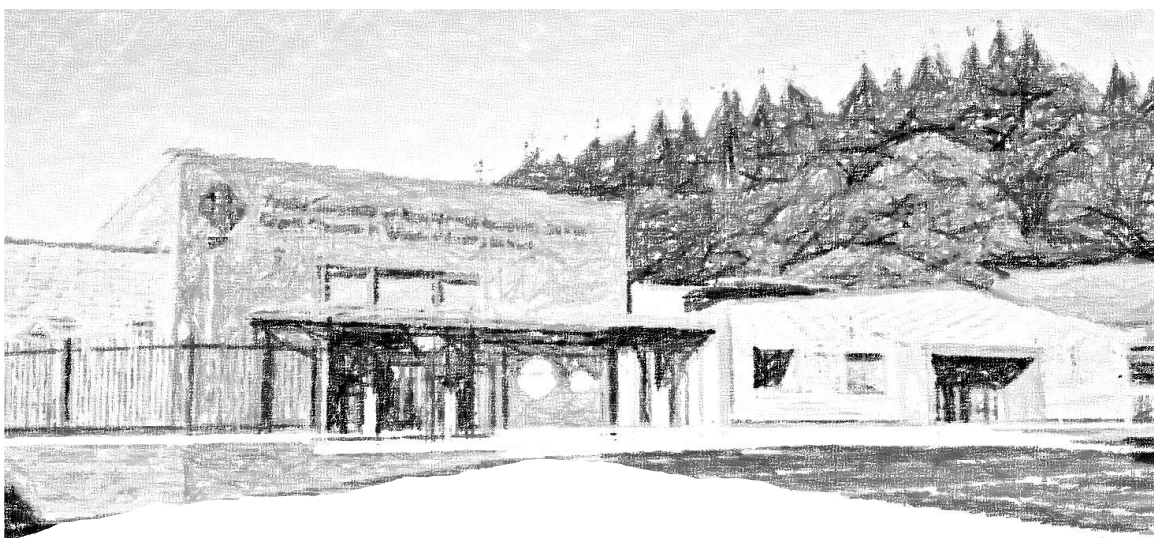




Clyro C.I.W. Primary School



WHOLE-SCHOOL READING STRATEGY

Consultation date with Pupil Council	Initial idea gathering and consultation summer term 2026. Final cons. 07/09/2026
Date adopted by Headteacher and Governing Body:	16/09/2026
Review date:	July 2027 – Following a year of focused whole-school development of reading through the School Development Plan
Signed by Chair of Governors:	<i>H Elliott</i>
Signed by Headteacher:	<i>L A McCrohon</i>



Our Vision for Reading

At Clyro CiW Primary School, we believe every child can become a confident, fluent, motivated and enthusiastic reader. Our ambition extends beyond assessment outcomes: we want reading to become part of who our children are.

We aim to create a vibrant reading culture where books, stories and reading are visible, valued and celebrated. Children hear stories regularly, encounter a wide range of authors and high-quality texts, see adults as readers, recommend books to one another and talk confidently about what they read. Above all, we want children to choose to read and develop a lifelong love of reading.

Reading is fundamental to learning, communication and participation in the wider world. It unlocks the curriculum, develops vocabulary, imagination and critical thinking, and enables children to encounter cultures, perspectives and experiences beyond their own.

Rooted in the Curriculum for Wales and the Languages, Literacy and Communication Area of Learning and Experience (AoLE), our approach recognises literacy as a mandatory cross-curricular skill. We aim for every pupil to become an accurate, fluent and independent reader who reads widely and regularly; develops strong phonics, vocabulary, comprehension and critical-reading skills; experiences high-quality literature in English and Welsh; and reads confidently for pleasure, information and learning across the curriculum.

Our Whole-School Reading Strategy

Our whole-school Reading Strategy provides a clear, consistent approach to developing confident, capable and enthusiastic readers. By establishing shared reading expectations, we ensure that every pupil experiences high-quality teaching, regular opportunities to read and appropriate support and challenge, regardless of their age or starting point. These expectations create a shared responsibility for reading across the school and curriculum, while supporting progression, consistency and our ambition for every child to see themselves as a successful reader.

Our strategy is a whole-school commitment. Every member of staff has a responsibility to develop confident readers and provide meaningful opportunities to read, discuss, interpret, evaluate and enjoy texts across the curriculum.



Area		Whole-school expectation
abc	Phonics	Systematic, consistent and regularly assessed
	Story	Daily read-aloud
	Independent reading	Regular protected time
	Vocabulary	Explicitly taught
	Comprehension	Explicitly taught
	Fluency	Modelled and practised
	Welsh	Integrated into reading provision
	Curriculum	Reading embedded across Areas
	Library	High-quality and regularly refreshed
	Assessment	Ongoing and responsive
	Intervention	Early, targeted and monitored
	Home	Families encouraged to read regularly
	Staff	All staff responsible for literacy

Pupil Voice



Pupil voice will be central to driving the strategy forward. By regularly listening to pupils' views, experiences and interests, we will shape reading opportunities that are relevant, engaging and inclusive, ensuring that learners have genuine ownership and influence over the development of our reading culture.

Curriculum for Wales Context

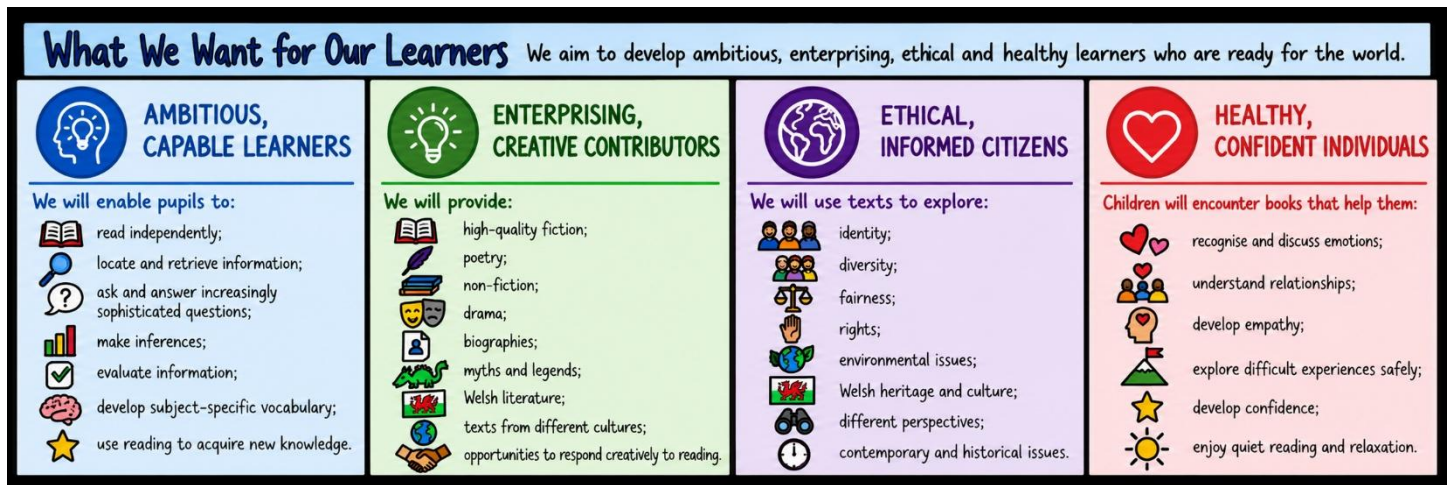
The Curriculum for Wales identifies literacy as a mandatory cross-curricular skill, to be developed and applied across all Areas of Learning and Experience. Reading is also central to the Languages, Literacy and Communication AoLE, supporting the interconnected development of listening, speaking, reading and writing in Welsh, English and other languages.

Our reading curriculum will:

- teach reading explicitly and progressively, from early reading foundations to sophisticated comprehension and critical reading;
- provide regular opportunities to practise and apply reading across the curriculum;
- develop reading in Welsh and English, appropriate to our school's linguistic context;
- foster reading for pleasure and engagement with literature;
- use assessment to identify strengths, next steps and additional support; and
- develop confident, capable readers who contribute to the four purposes of Curriculum for Wales.

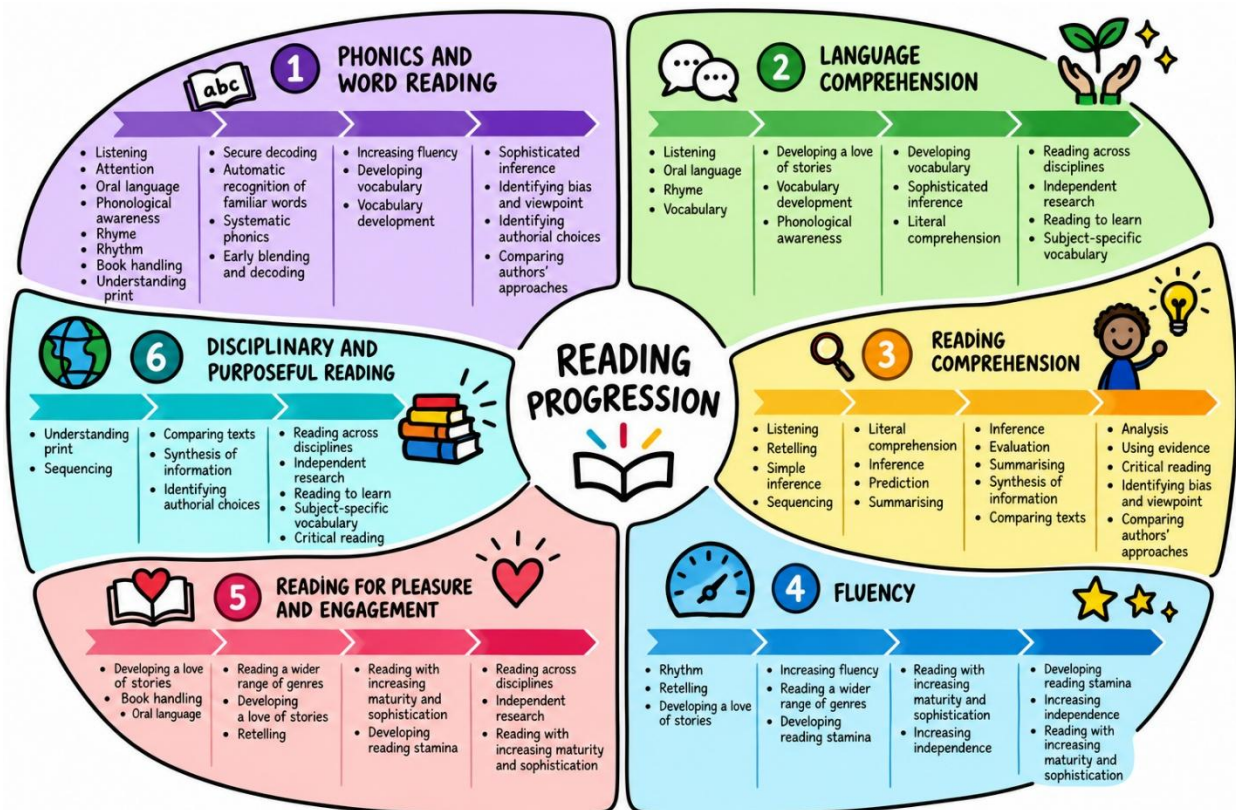
The Four Purposes and Reading

Through our reading curriculum, learners develop the four purposes by engaging with a diverse range of high-quality texts, rich discussion, and meaningful reading experiences.



Reading Progression

Drawing on the expectations of Curriculum for Wales, we have identified six key strands that provide a coherent framework for the teaching and development of reading across our school.



Reading Across the Curriculum

What Children Will Read, Learn and Experience					
 Expressive Arts Children will read: • scripts; • biographies; • reviews; • artist information; • performance texts; • song lyrics where appropriate and copyright permits.	 Health and Well-being Children will read: • health information; • stories exploring relationships and emotions; • factual texts; • instructions; • information relating to wellbeing.	 Humanities Children will read: • primary and secondary sources; • historical accounts; • maps; • timelines; • geographical texts; • news reports; • competing interpretations.	 Mathematics and Numeracy Children will read: • mathematical problems; • instructions; • explanations; • graphs and tables; • mathematical vocabulary.	 Science and Technology Children will read: • explanations; • instructions; • reports; • scientific vocabulary; • diagrams; • research material.	 Languages, Literacy and Communication Children will experience: • fiction; • poetry; • drama; • non-fiction; • Welsh literature; • English literature; • international texts; • digital texts.

Developing a Reading-Rich Environment

Our school environment will show that reading is valued, visible and for everyone.

We will provide a welcoming and engaging library with a broad range of high-quality, diverse and accessible texts, including fiction, non-fiction, poetry, graphic novels and Welsh-language books. Books will reflect pupils' interests, broaden perspectives and provide appropriate challenge and support.

Reading will be visible throughout the school through carefully selected classroom books, displays and recommendations from pupils, staff and families. Pupils will also be taught how to confidently use, select from and care for our library.

Our collection will meaningfully represent Welsh culture and identity, diverse families, disabilities, cultures, backgrounds and a wide range of life, social and emotional experiences.

Digital Reading

Pupils will develop the skills to read, navigate and critically evaluate digital texts, including texts on our online digital reading platform Oxford reading Buddies, websites, online articles, e-books and multimedia. As they progress, they will learn to question authorship, purpose, reliability and evidence, and recognise how digital presentation can influence the reader.

This supports the Curriculum for Wales, developing literacy and digital competence across the curriculum.

Supporting Reluctant Readers

We recognise that some children may not yet see themselves as readers. We will understand the reasons for reluctance and build confidence, motivation and enjoyment, rather than simply expecting children to read more.

Staff will use pupils' interests to offer choice, engaging and accessible texts, personal recommendations and regular reading aloud. Progress will be recognised and celebrated, with targeted support provided where needed, including timetabled sessions with Rosie, our Dog Mentor.

Supporting Learners with Additional Learning Needs

Our reading provision is inclusive, ambitious and responsive to individual need. Pupils with ALN will receive appropriate adaptations and targeted support, including stage-accessible texts and supportive formats that aim to continue independent reading development and challenge learners. Dependent on individual need, some learners may require assistive technology, additional phonic sessions and vocabulary pre-teaching, repeated reading and/or adult support. Any targeted provision will be implemented for at least two terms, and will be reviewed thereafter. If required, we may consult with practitioners from the Local Authority for further guidance to provide continued support.

Our aim is not to reduce ambition, but to remove barriers, enabling every learner to access, enjoy and continue to succeed in reading.

Assessment

Assessment will inform teaching, identify next steps and support learner progression. Teachers will draw on a range of evidence, including observations recorded in Volantis, questioning, phonics and fluency checks, vocabulary and comprehension tasks, pupil discussion, Oxford Reading Buddies comprehension activities, and personalised or standardised assessments where appropriate.

Home Reading and Positive Partnerships with Parents

We will work in partnership with parents and carers to create positive and meaningful reading experiences at home. Families will receive clear, accessible guidance on listening to children read, discussing books, developing vocabulary, supporting phonics, choosing appropriate texts and encouraging reading for pleasure, including the use of the school and local libraries. We will emphasise that talking about books is as important as hearing children decode words, encouraging families to read aloud, share stories, discuss ideas and model positive reading habits. Our approach will prioritise enjoyment, choice and meaningful engagement rather than unnecessary pressure around reading records, with additional practical support for families who may feel less confident supporting reading, including Welsh reading and reluctant readers.

Volunteers and Our Reading Community

We recognise the valuable contribution that volunteers make to our whole-school reading culture. By giving pupils additional opportunities to read aloud, talk about books and receive individual encouragement, volunteers can help build fluency, confidence, comprehension and enjoyment of reading. We are committed to ensuring that all volunteers feel confident and well supported in this role. The school will provide clear guidance, appropriate training and ongoing support so that volunteers understand our approaches to reading, including phonics, questioning, vocabulary development and responding positively when pupils encounter difficulty. This ensures that every reading interaction is consistent, purposeful, encouraging and centred on the needs of the child.

Monitoring and Evaluation



Success Criteria

