



Reading after Phonics on a Page



Once children are secure in phonics, we continue to develop fluent, confident and enthusiastic readers. Ready Steady Read Together provides structured whole-class teaching of comprehension, vocabulary and fluency, while Accelerated Reader supports purposeful independent reading, appropriate challenge and regular feedback.

Transition from Phonics • Children move on when they can decode accurately and read age-appropriate texts with increasing fluency. • Phonics knowledge continues to be applied when children meet unfamiliar words. • Pupils who are not yet secure continue to receive targeted phonics teaching and practise with fully decodable books. • Reading provision is adapted so no child loses access to rich vocabulary, discussion or high-quality texts.	Whole-Class Reading • Ready Steady Read Together is taught through structured, daily whole-class lessons from Year 2 to Year 6. • Units use high-quality fiction, non-fiction and poetry. • Teaching is progressive and explicitly develops vocabulary, retrieval, inference, prediction, summarising and explanation. • Teacher modelling, purposeful partner talk and metacognitive strategies help children understand how successful readers think.
What do our lessons look like? Prepare & Revisit • Introduce the text, activate prior knowledge and revisit key learning. • Pre-teach and explore important vocabulary. Model & Explore • The teacher reads aloud and models fluent, expressive reading. • Reading strategies and comprehension thinking are made explicit. Practise & Apply • Children discuss, rehearse and answer carefully sequenced questions. • A short review checks understanding and identifies next steps.	Independent Reading & Accelerated Reader • Children read regularly from a personalised range that offers an appropriate balance of success and challenge. • Pupils choose books that interest them and are encouraged to read widely across authors, genres and subjects. • After finishing a book, children complete a short comprehension quiz and receive immediate feedback. • Teachers use quiz performance, reading level, reading volume and book choices to guide conversations and support progress. • Success is celebrated without allowing points or quizzes to replace reading for pleasure.
What should reading evidence look like? • Ready Steady Read Together work shows thoughtful responses to high-quality texts. • Children use evidence from the text and increasingly precise reading vocabulary. • Responses may be spoken, written, annotated, drawn or recorded in another appropriate way. • Independent reading records and Accelerated Reader information show regular reading, growing stamina and understanding. • Books and outcomes demonstrate suitable challenge and pride.	Assessment & Responsive Teaching • Teachers assess continuously through listening, questioning, discussion and children's responses. • Ready Steady Read Together includes termly assessment materials from Year 2 to Year 6. • Accelerated Reader quizzes and reports provide additional information about independent reading practice and comprehension. • Assessment information is considered alongside teacher judgement; no single score is used in isolation. • Misconceptions and gaps lead to timely modelling, small-group teaching or targeted intervention.

Reading Culture

- Adults read aloud regularly so every child encounters ambitious, diverse and enjoyable books.
- Class libraries are inviting, well organised and include fiction, non-fiction and poetry.
- Children talk about books, recommend titles and develop their own reading preferences.
- Recommended reads linked to class texts and curriculum topics encourage wider reading.
- Families are encouraged to share and celebrate reading at home.

Adaptations & Support

- Explicitly teach vocabulary and provide visuals, definitions and repeated exposure.
- Chunk texts, reread sections and give additional processing time.
- Use partner talk, sentence stems, audio support and adult modelling.
- Adapt the way children record while maintaining ambitious reading content.
- Provide extra fluency practice, targeted comprehension support and continued phonics where needed.
- Review book ranges and quiz patterns to make sure pupils experience success and suitable challenge.