

The Power of Reading

Crawshawbooth Primary

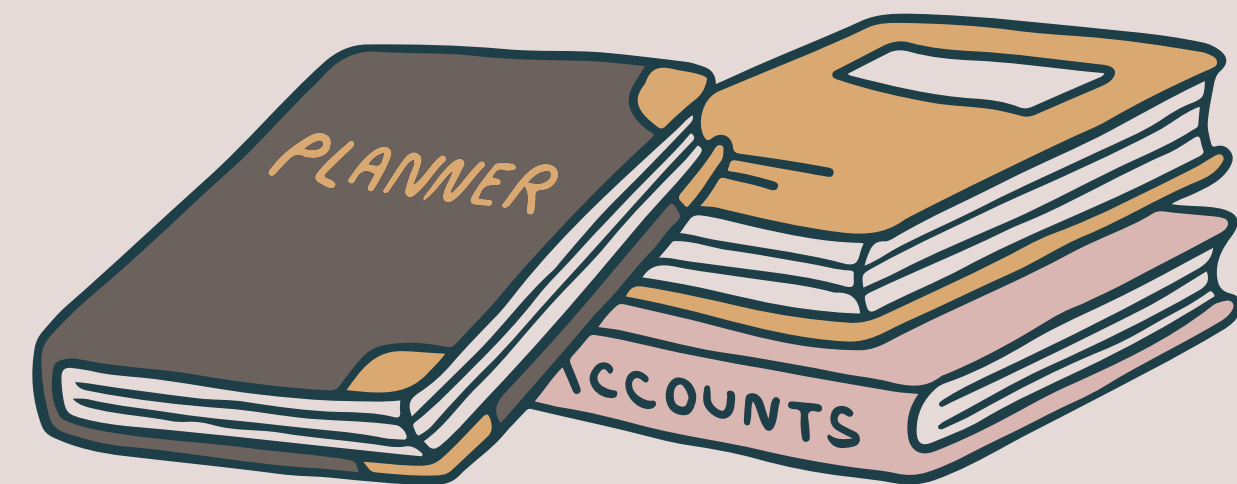


Crawshawbooth Primary School:

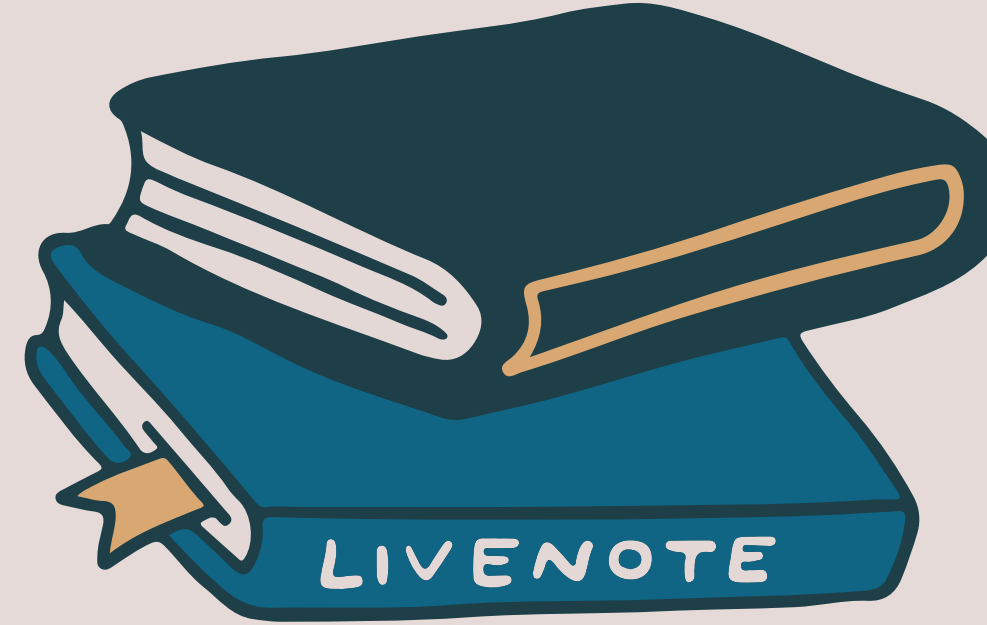
**Implementation Plan for Developing a Consistent
Whole-School Reading Approach**

Strengthening Fluency and Comprehension

**Building a Reading Culture, and Supporting
Struggling Readers**



Problem (why?)



Inconsistent whole-school reading approach:

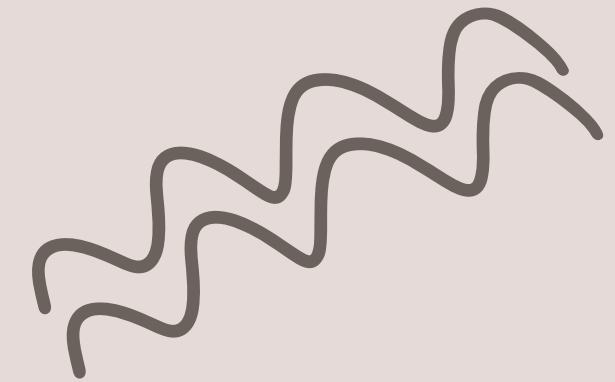
- Unclear on key knowledge and sequencing for reading.
- Lack of consistent reading lesson structure.

Weak reading fluency and comprehension:

- Pupils struggle with fluency; comprehension treated as transferable skill rather than embedded.

Limited reading culture:

- Pupils not consistently encouraged to read independently or discuss texts deeply.
- Ensure all struggling readers are fully supported



Intervention Description (what?)



Support for struggling readers:

- Targeted assessments to identify barriers.
- Focused interventions: phonics, morphology, vocabulary.

Whole-school reading approach:

- Implement “Christopher Such” reading lesson structures.
- Train staff on rationale behind strategies for adaptive teaching.

Fluency & comprehension:

- Daily fluency routines (paired, repeated reading, echo reading).
- Embed comprehension in rich text discussion.

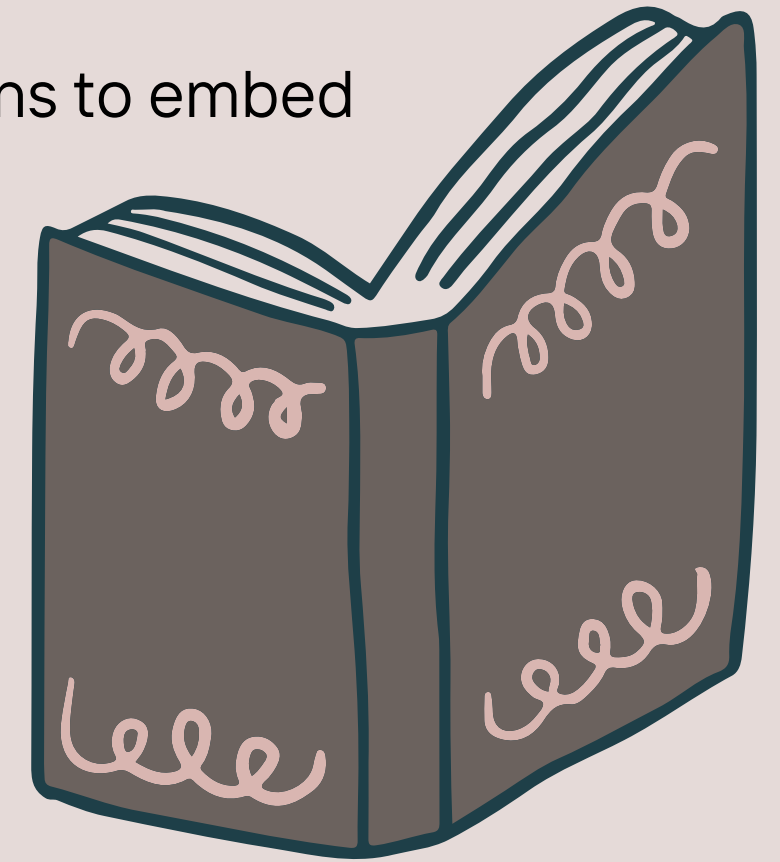
Reading culture:

- Curated independent reading selections and inviting reading spaces.
- Promote deep text discussions to build reading identity.

Implementation Strategies (how?)

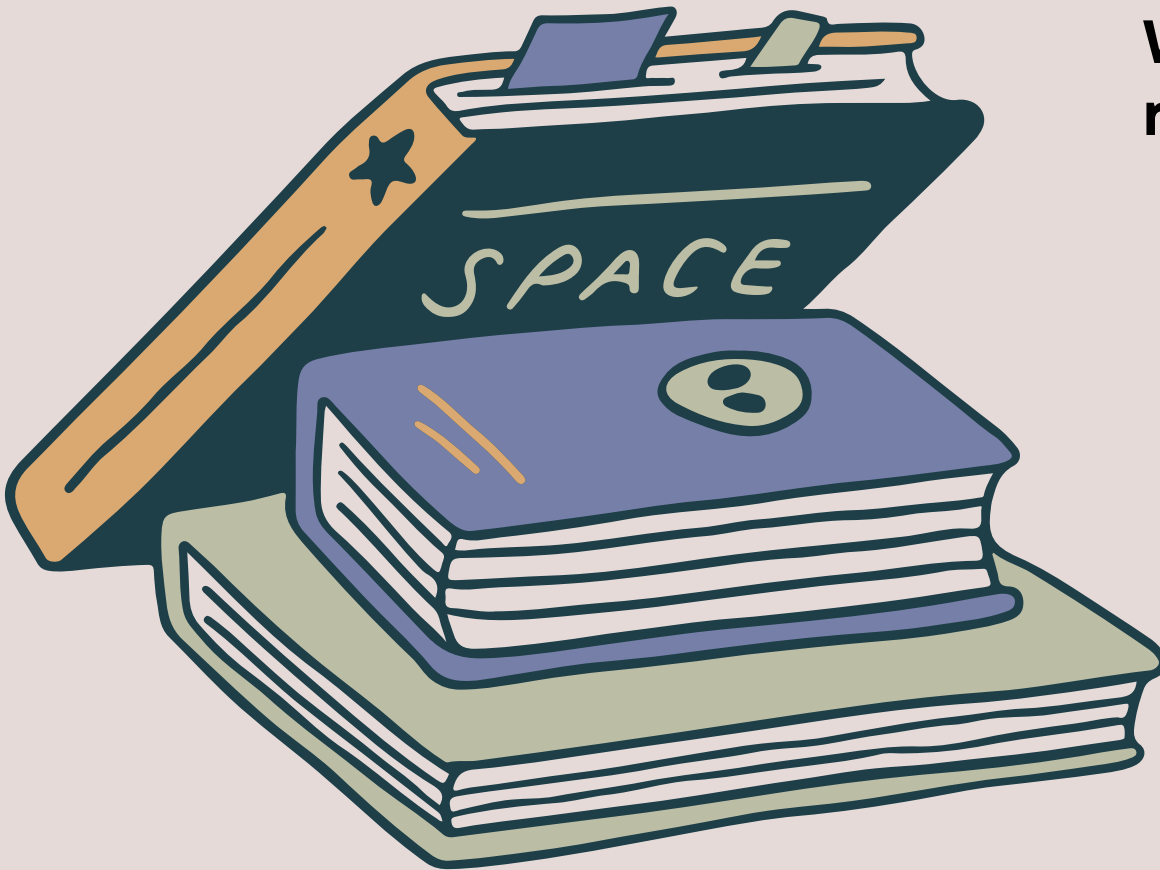
English leads coordinate planning and training.

- Collaborative planning sessions to embed lesson structures.



Whole staff CPD on "Christopher Such" reading structures and fluency routines.

- Coaching and modelling adaptive teaching approaches.
- Age and stage appropriate and phonics-matched reading materials.
- Create inviting reading areas in classrooms and shared spaces.
- Systematic and high quality interventions



Parental Engagement:

- Workshops and guidance on supporting reading at home.
- Reading Scrapbooks

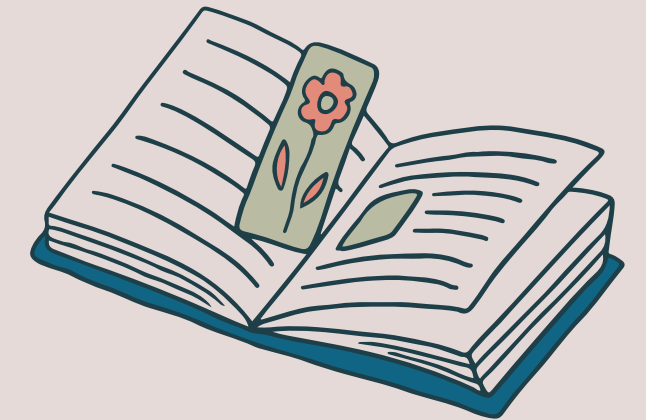
Monitoring and Evaluation

- Regular lesson observations and learning walks focused on reading.
- Use assessment data to monitor fluency and comprehension progress.
- Pupil voice to gather feedback on reading culture.

Implementation Outcomes (how well?)

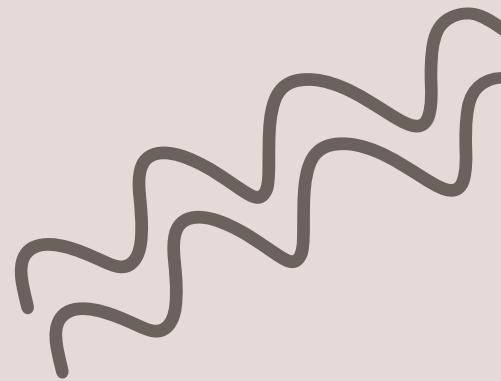
Short term (1-3 months):

- Staff trained and confident in new reading lesson structures.
- Fluency routines established in KS2 classrooms.
- Reading spaces set up.
- Baseline assessments of reading fluency and comprehension completed.



Medium term (4-8 months):

- Consistent use of lesson structures observed.
- Improvement in pupils' reading fluency scores.
- Increased pupil engagement in independent reading.
- Struggling readers identified and receiving targeted support.



Long term (9-12+ months):

- Sustained improvements in reading attainment and fluency.
- Reading culture embedded: pupils choose reading for pleasure and discuss texts deeply.
- Reduced gap between struggling readers and peers.
- Staff adapt teaching responsively based on pupil needs.
- Positive parental involvement in reading.

Final Outcomes (and so?)



Pupils develop stronger reading fluency and comprehension, enabling better access to the full curriculum.

Improved confidence and motivation in reading across KS2, especially benefiting boys and struggling readers.

Teachers deliver consistent, high-quality reading lessons with adaptive strategies.

A thriving school-wide reading culture that supports curiosity and resilience.

Long-term improved attainment and life chances through stronger literacy skills.

Stronger home-school partnerships supporting reading development.

Leadership and staff sustain improvements with ongoing professional development and monitoring.

