

READING

THE FOXTON CURRICULUM



Foxton
Primary School

2025/26



*The more that you read, the more things you will know. The more
that you learn, the more places you'll go.*
– Dr Seuss

At Foxton Primary School, we are passionate readers.



Our English Curriculum: Reading

At Foxton, we believe reading is the gateway to learning. It is both a vital life skill and a lifelong source of joy and discovery. We implement a systematic synthetic phonics programme with fidelity and provide a rich reading environment that fosters a deep love of books.

Reading for pleasure is at the heart of our curriculum. From the moment children enter our Fox Cubs class, they are immersed in high-quality stories, non-fiction, and poetry. We are committed to developing enthusiastic, confident readers who enjoy reading widely and often.

We begin with Read Write Inc. Phonics, a robust and engaging programme used daily in EYFS and KS1 to secure early reading skills. Children learn to decode fluently and accurately, supported by fully decodable texts matched to their phonics knowledge.

As children progress through school, they move onto a carefully structured reading scheme, encompassing a diverse range of genres and authors. We monitor progress closely and support those who fall behind, including through additional reading time during the school day.

In Key Stage 2, reading is taught through engaging whole-class sessions. These draw on high-quality texts and are structured using the VIPERS framework (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising – see Appendix 2). We use Literacy Shed+ resources to support comprehension and deepen understanding, ensuring consistency and progression.

Home reading is strongly encouraged, with all children having access to levelled books from our Oxford University Press scheme and a well-stocked library organised by genre and theme. Where home reading is limited, additional reading time is provided in school.

A Rich and Diverse Reading Curriculum

Our curriculum is designed to expose children to a wide range of literary voices, genres, and cultures. Each class enjoys a curated selection of books that link to our Global Curriculum themes and wider school values.

Fox Cubs enjoy stories that explore identity, friendship, and discovery, including:

- *Grandpa Bodley and the Photographs* by Caroline Castle
- *It's Okay to Be Different* by Todd Parr
- *The Penguin Who Wanted to Find Out* by Jill Tomlinson
- *Lost and Found* by Oliver Jeffers

Class 1 explore storytelling through picture books and rich narrative texts, such as:

- *Farmer Duck* by Martin Waddell
- *Over and Under the Pond* by Kate Messner
- *The Suitcase* by Chris Naylor-Ballesteros
- *Where the Wild Things Are* by Maurice Sendak
- *The Night Dragon* by Naomi Howarth
- *The Lighthouse Keeper's Lunch* by Ronda and David Armitage

Class 2 begin to encounter longer, more layered texts including:

- *The Unexpected Inheritance of Inspector Chopra* by Vaseem Khan
- *The Firework Maker's Daughter* by Philip Pullman
- *Journey, Quest and Return* by Aaron Becker
- *The Eye of the Wolf* by Daniel Pennac
- *Stone Age Boy* by Satoshi Kitamura
- *The Ghost of Gosswater* by Lucy Strange

Class 3 build stamina and analytical skills with novels such as:

- *The Railway Children* by E. Nesbit
- *Goodnight Mister Tom* by Michelle Magorian
- *The Boy Who Met a Whale* by Nizrana Farook
- *Survivors* by David Long
- *Boy in the Tower* by Polly Ho-Yen

Knowing More and Remembering More

We understand that reading is key to accessing every subject in the curriculum. That's why our approach focuses on depth, fluency, and recall. Reading is assessed formatively in every classroom and summatively each term using standardised assessments. We track each child's progress carefully to ensure that no one falls behind.

By the end of Year 6, we aim for every child to be a fluent, confident reader, capable of exploring and enjoying a range of texts independently. Our ultimate goal is for children to leave Foxton not only equipped to meet the challenges of secondary school, but with a lifelong love of reading.

Global Curriculum

Our commitment to reading goes beyond books. Through literature, we foster empathy, promote global awareness, and connect children with big ideas. Our reading offer aligns directly with the United Nations Sustainable Development Goals, especially:

- Goal 4: Quality Education – Ensuring every child has access to literacy and rich reading experiences.

- Goal 10: Reduced Inequalities – Choosing texts that represent diverse voices and backgrounds.
- Goal 17: Partnerships for the Goals – Supporting effective communication and understanding through reading and discussion.

Celebrations like World Book Day and author visits further enrich our curriculum, ensuring reading remains a joyful, community-wide endeavour.

Appendix 1

National Curriculum

You can access the full [English Programmes of Study here](#).

READING VIPERS



Vocabulary



Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the
- character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

READING VIPERS

Infer

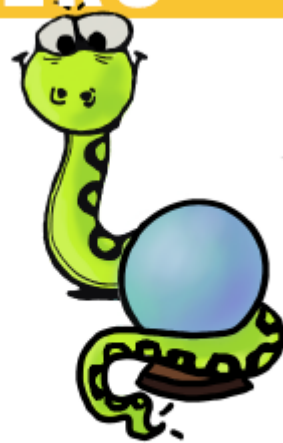


Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

READING VIPERS

Predict

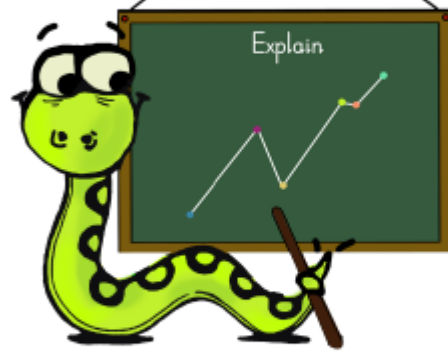


Predict what might happen from the details given and implied

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.

READING VIPERS

Explain



- > Explain how content is related and contributes to the meaning
- > Explain how meaning is enhanced through choice of language.
- > Explain the themes and patterns that develop across the text.
- > Explain how information contributes to the overall experience.

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

READING VIPERS

Retrieve



Retrieve and record information and identify key details.

- How would you describe this story/text?
What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

READING VIPERS

Summarise



Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...