



Reading Intent, Implementation and Impact

Intent

At our school, we aim to develop confident and effective communicators who can meaningfully engage with the world through high-quality literature and ambitious structures. Our ambition is to provide every pupil with the rich reading experiences necessary to unlock the wider curriculum and become readers for life. We ensure our Reading curriculum is built on three key foundations: explicit vocabulary instruction, explicit fluency instruction (prosodic reading), and consistent opportunities to think hard.

Our curriculum encourages:

- Diverse representation through a literature spine that acts as "windows, mirrors, and sliding doors" to the world.
- Deep engagement with whole, high-quality texts alongside supplementary materials that build breadth and background knowledge.
- Incremental progression in the mastery of nine core competencies, including authorial intent, retrieval, and thematic understanding.
- Interdisciplinary connections by weaving "big ideas"—such as environmental responsibility and migration—into the literature diet.
- A diet of excellence for all pupils, utilizing evidence-led practice to ensure inclusivity and high ambition.

Implementation

To meet the requirements of the National Curriculum and reflect evidence-led practice, CUSP Reading is structured around a clear and progressive architecture:

- Curriculum Structure: Each year group follows 18 blocks of study, each lasting two weeks. This includes a core text to study in depth and supplementary texts deliberately written to connect to the core text, building strong schemas and background knowledge.
- Pedagogical Approach: Lessons follow a 6-phase structure distilled from Rosenshine's Principles of Instruction: Connect, Explain, Example, Attempt, Apply, and Challenge. This ensures concepts are broken into manageable chunks with checking for understanding built into every phase.
- Vocabulary and Fluency: Every daily lesson (30-40 minutes in KS2; 50-minute English block in KS1) includes explicit vocabulary instruction to move language from receptive to expressive stores. Prosodic reading strategies, such as echo reading and text marking, are explicitly planned to bridge the gap between fluency and comprehension.
- Resources and Scaffolding: Teachers use Knowledge Notes to navigate instructional phases. To ensure adaptive practice, dual Knowledge Notes (Advancing and Securing) provide inbuilt scaffolds, such as adapted response frameworks or reduced text loads, so every lesson serves every learner.
- Subject Coherence: The literature spine is mapped to harmonise with the wider curriculum.

Impact

The impact of the CUSP Reading curriculum is monitored through a combination of formative and summative insights:

- Assessment: Teachers use the National Curriculum Tracker to identify where concepts are taught, revisited, and secured. One key indicator of success is the application of target vocabulary within pupils' written responses, demonstrating a transition into their expressive memory.
- Monitoring: Subject leaders utilize a Reading matrix to monitor routines, expectations, and consistency across the school. The Pupil Book Study framework further evaluates the "lived experience" of the curriculum by looking at workbooks and talking to pupils.
- Pupil Outcomes: Pupils should leave our school as competent, fluent, and confident readers who can employ multiple cognitive processes—attention, reasoning, and inferential thinking—simultaneously. They will possess a rich store of literary knowledge and the ability to develop personal, critical responses to complex texts