

Key Priority - Reading

Article 28: Children have the right to a quality education.

Article 29: Education should help children develop their talents and abilities to their full potential.

Goal: To create a reading culture that develops children's reading skills whilst developing a love for books.

Rationale: The children at Meadowlane make limited progress in their reading skills during the younger years, with many children struggling to secure a good phonics knowledge. This progress accelerates significantly in the older years; however, many children do not choose to read unless they are required to by an adult.

Success Criteria:

1. Monster Phonics is implemented consistently from Reception through to Year 3 and as a result many children make expected progress across the year.
2. Many pupils demonstrate increased engagement and enjoyment in reading, evidenced through pupil voice.
3. A whole-school reading culture is embedded, with reading promoted, celebrated, and visible throughout the school and wider community.

Autumn	Spring	Summer

Leaders: LLC Team: Cath Turner, Lisa Wilcox & Carrie Lloyd-Hill

Actions	Personnel Involved	Budget / Resources (Human, time and physical)	Timescales	Self Evaluation Activities	Self-Evaluation	Evidence
Monster Phonics 1. Teachers and TAs to all be trained in the effective delivery of Monster Phonics.	LLC Team	Monster Phonics programme – LA funded Monster Phonics resources - £4500 Training modules Core Team Training Phonics	July 2026 1/9/26 2/9/26	Phonics observations – LLC team & SLT Learning walks – LLC team & SLT		

		Fundamentals Specialist Training R-Y4 - covered by HE, HLTA (4-5 hours) CT – PL grant funded KM – PL Grant funded Specialist training Leadership CT, LW, CLH, NR (2-3 hours) CT PL Grant funded Specialist training for TAs (3–4 hours) Specialist training Inclusion (1-2 hours) Twilight INSET	11/9/26 (BY) 18/9/26 (SR) 25/9/26 (LH) 2/10/26 (HJ) CLH - afternoons NR – Leadership 9/10/26 (LW) CLH - afternoons NR – Leadership To take place during September (timing to be agreed with Class teachers) 29/9/26			
2. Parents will be invited to take part in Monster phonics awareness sessions in person or online.	Teachers FEO LLC Team	Meet the teacher sessions FEO – additional afternoons LLC team to share video for parents to watch online on Dojo	9/9/26 and 10/9/26 During September 14/9/26			
3. Phonics sessions will be delivered daily, immediately after morning break.	Teachers: SR, CT, BY, KM, LH, HJ HLTA: HE	N/A	Daily	Learning walks		

4. Regular assessments will take place to identify gaps and plan interventions.	Teachers: SR, CT, BY, KM, LH, HJ TAs	Online assessment tracker	Weekly	Data analysis by SLT		
Library 5. The library will be accessed by all children across the school from reception to year 6.	LLC Team	Leadership time	Ongoing	Learning walks Listening to learners		
Curriculum 6. An end of day story/ novel will be read to the children by their teacher at the end of each day for between 10 and 20 minutes. Digital stories will not be used during this time. Adults should read with expression and leave children wanting to hear more at the end of each session.	Class teachers TAs (in absence of the teacher)	Books	Daily	Learning walks Listening to learners		
7. A book will be linked to each topic to support engagement.	Curriculum Leader supported by class teachers	INSET time	22/9/26 Other dates TBC	Listening to learners		
8. Every child from Years 3- 6 to access weekly Guided Group Reading sessions. These sessions will develop a range of	Teachers: LH, HJ, LW, LJ, CW, KT, KC	INSET – effective GGR	13/10/26 Weekly GGR sessions	Observations Listening to Learners Reading data		

reading skills as well as developing understanding of what is read.						
9. Develop a culture of high quality spoken language across the school by ensuring adults model ambitious vocabulary, accurate grammar and rich discussion to improve comprehension and reading development.	Teachers TAs	INSET	2/9/26	Learning walks Self evaluation days		
Parental Engagement 10. Library sessions will be supported by the FEO for parents/ carers and their children to enjoy books together.	FEO	FEO afternoons	TBC	Parental feedback - FEO		
11. Reading/ story open afternoons/ mornings will be held across the school.	LJ, CW and the Belonging Team	N/A	30/9/26 9/3/27	Parental feedback - FEO		
Classroom reading environments 12. All class rooms to have a welcoming reading area with a good selection of books representing the diversity within each class. Books to	Teachers	Library books	1/9/26	Learning walks		

be changed/ introduced each half term.						
13. Photographs of children enjoying books to be displayed and children's book recommendations to be shared. Encourage parents to send photos from outside of school.	Teachers	N/A	Ongoing	Learning walks		