

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Curriculum



READING AT MCPA

Intent -

At MCPA, reading lies at the heart of our curriculum. We believe that learning to read, and reading to learn are the keys that unlock success across all areas of life. Our intent is to build a community of fluent, confident and inspired readers who not only read for purpose but also read for pleasure.

We want every child to:

- Develop a lifelong love of reading, experiencing the joy of stories, poetry, and non-fiction.
- Become fluent and accurate decoders through systematic, high-quality phonics teaching.
- Read widely and often, encountering diverse authors, genres, and texts that broaden horizons and deepen cultural capital.
- Comprehend and discuss texts at a high level, enabling them to think critically, empathise with others, and make links across their learning.
- Be inspired as writers, with their reading diet shaping their vocabulary, sentence structures, and creativity.

We see reading as both a skill and a habit, something children can do and want to do.

Implementation –

Early Reading (Nursery to Year 2) Systematic Synthetic Phonics (RWI):

We use Read Write Inc. Phonics to deliver a consistent, rigorous approach to early reading. Children begin in Nursery, developing phonological awareness, listening skills, and early sound discrimination. In Reception and Year 1, daily RWI sessions ensure that every child learns to decode words accurately and quickly. Children read carefully matched, fully decodable texts to build confidence and fluency.

Children are grouped by stage, not age, so that teaching is closely matched to their progress. Regular assessment ensures rapid identification of gaps and targeted intervention. Year 2 pupils continue RWI until they are secure in phonics and fluency.

Key Stage 2 (Years 3–6)

Ready, Steady, Comprehension:

From Year 3 onwards, children move into a programme designed to develop deeper comprehension skills, vocabulary, and reading stamina. Ready, Steady, Comprehension provides structured approaches to understanding texts, drawing inferences, retrieving information, and justifying opinions.

Reading across the curriculum:

High-quality texts underpin English lessons and are woven into all subjects, ensuring children encounter a wide range of knowledge-rich material.

Independent Reading:

Pupils are encouraged to read regularly at home and school, supported by our carefully structured home-school reading system and access to a rich library.

ASSESSMENT

- **Phonics:** RWI assessments take place every half term to track progress and regroup children.
- **Year 1 Phonics Screening Check:** Ensures children are on track to become fluent decoders.
- **Comprehension:** From Year 2 onwards, termly assessments (including Ready, Steady, Comprehension checks, NTS, and teacher assessments) provide insight into fluency, retrieval, inference, and vocabulary development.
- **Ongoing formative assessment:** Teachers and TAs continually monitor progress during lessons to address misconceptions immediately.

Research –

Our approach is rooted in research and evidence-based practice:

- **EEF – Preparing for Literacy (2018):** Highlights the importance of oral language and early phonics foundations.
- **EEF – Improving Literacy in KS1 (2017):** Emphasises systematic phonics, comprehension strategies, and reading for pleasure.
- **EEF – Improving Literacy in KS2 (2017):** Recommends explicit vocabulary instruction, fluency development, and structured comprehension approaches.
- **Rosenshine's Principles of Instruction:** Guide our teaching of reading through clear modelling, guided practice, retrieval, and scaffolding, ensuring all children secure knowledge and skills.

Research –

By the time children leave our school, they will:

- **Be fluent, confident, and accurate readers** who can decode, comprehend, and enjoy a wide range of texts.
- **Demonstrate strong comprehension skills**, enabling them to access the full curriculum and succeed in future learning.
- **Read for pleasure and purpose**, showing independence in book choices and enthusiasm for discussing texts.
- **Possess a rich and growing vocabulary**, directly supporting high-quality writing and spoken language.
- **See themselves as readers**, prepared for the demands of secondary education and inspired to continue their reading journey beyond school.