

Reading and Writing at Park Schools Federation

Intent

At Park Schools Federation, we believe that reading and writing are the gateway skills that enable children to access the whole curriculum and prepare them for lifelong success. Our aim is for every child to become a fluent reader who develops a genuine love of books, alongside being a confident writer who can communicate effectively for a range of purposes. We recognise the context of our community and the challenges of deprivation, and so we are determined to raise aspirations by equipping children with secure, transferable literacy skills that open doors for their future. Regardless of background, ability or need, our children are immersed in a rich culture of reading and writing where literature inspires, vocabulary is widened, and writing is meaningful and engaging across the curriculum.

Implementation

Reading and writing are taught through carefully sequenced, research-informed programmes that run consistently across the Federation.

- **Phonics and Early Literacy:** We prioritise high-quality phonics using *Read Write Inc* in EYFS and KS1 (and into KS2 where needed), with small-group daily sessions, targeted interventions and regular assessments to ensure all children can “keep up, not catch up.” Listening, language and vocabulary development are embedded from Nursery upwards.
- **Reading Curriculum:** Whole class reading sessions explicitly teach fluency, inference and comprehension skills, supported by the Leicester Reading Inference Strategy. We use strategies such as echo reading and “Reading is an Action Sport” to develop confident, expressive readers. Reading for pleasure is at the heart of our approach, with comfortable reading spaces, inviting book displays, author diversity, a “Tardis” book reward system, library links and home-school projects like “Share a Story” bags. Staff model fluent reading daily, and parents are engaged in developing children’s reading habits from the earliest years.
- **Writing Curriculum:** In EYFS, writing is integrated into daily phonics sessions and supported by *RWI Get Writing*. From Year 1 onwards, children experience extended writing opportunities and skill development, in grammar and punctuation, to build confidence. In the Juniors, we use the *Literacy Tree* scheme, supported by *Spelling Seeds*, alongside targeted programmes (*Fresh Start* and *Spelling Shed*) for those who need extra help. Cross-curricular writing ensures children apply skills in meaningful contexts, while handwriting is developed through *Letterjoin* to create fluent, legible writers.
- **Professional Development and Consistency:** Staff training ensures a shared language and approach across the Federation. Regular monitoring, book looks, pupil voice and assessment data are used to refine practice and ensure high standards are maintained.

Impact

The impact of our reading and writing curriculum can be seen in the enthusiasm our children show for books and the progress they make in developing fluency, comprehension and writing confidence. By embedding systematic phonics, explicit comprehension strategies, high-quality literature and purposeful writing opportunities, children are well-prepared for the next stage of education and for life beyond school. Assessment is regular and purposeful – including phonics checks, spelling tests, statutory assessments and teacher judgements – and is used to inform teaching and close gaps swiftly. Progress is carefully monitored by leaders through learning walks, book looks, pupil voice and data analysis. Most importantly, our children leave Park Schools Federation as readers and writers who are equipped with the skills, confidence and love of literacy they need to thrive.