Underhill School and Children's Centre



Shared Reading Policy

INTENT

Our shared reading curriculum is built around a sequence of high-quality, age-appropriate texts, using Literacy Counts' **Ready Steady Read Together** units of learning. This resource provides dynamic and inclusive lessons that integrate metacognitive strategies and feature diverse literature from exceptional authors. It aims to inspire children and families to develop a lifelong love of reading for pleasure, knowledge and information.

The intent is that all pupils, from year 3 to year 6, regardless of their needs, abilities or background, have opportunities to meet, and where possible exceed, the National Curriculum expectations for reading comprehension. **Ready Steady Read Together** gives every pupil access to high-quality texts, enabling them to experience literature that develops fluency, vocabulary and understanding. Through teacher modelling of expression, pace, intonation and prosody, children learn how skilled readers bring meaning to a text and how these features support comprehension. Shared reading also creates opportunities for discussion, questioning, drama and exploration of language, which deepen comprehension whilst enhancing oracy skills. Crucially, it ensures that every child, regardless of their decoding ability, can engage with ambitious texts and develop the habit of reading widely and often for both pleasure and learning.

IMPLEMENTATION

Organisation and Curriculum Coverage

Ready Steady Read Together units are built around engaging, vocabulary-rich texts and provide a wealth of opportunities for reading and discussion. Each unit follows a clear sequence of learning episodes, supports vocabulary development in context and includes structured opportunities for retrieval, fluency and strategy modelling and discussion. Gamification elements and interactive low-stakes quizzes link directly to the KS2 (Years 3–6) reading content domains, reinforcing understanding while ensuring progression through the National Curriculum. Progression is actively embedded within teaching to build comprehension skills, word reading, understanding of terminology and knowledge of the content domains step by step, ensuring consistency and clarity across the year groups.

Management and Staff Development

The school has implemented **Ready Steady Read Together** by establishing a clear management structure with designated leads (Anniina Limbrick) within the Senior Leadership Team . All staff have received specific Ready Steady Read Together training and the principles of successful implementation are applied consistently across the school. Senior leaders monitor, review and evaluate strengths and identify next steps. Timetables are reviewed regularly to ensure the effective deployment of support staff. The school ensures the environment supports shared reading, provides scaffolding for all children to succeed and fosters a positive reading culture. Five **Ready Steady Read Together** lessons are delivered each week, each lasting 30 minutes.

Resources and Planning

Each class has specific **Ready Steady Read Together** vehicle texts which have been mapped carefully to ensure a variety of good quality and diverse authors and themes. Teaching is supported with structured questions and answers that enable teachers to model, scaffold and extend pupils' understanding so that all children can access and engage with texts effectively. The shared reading curriculum is mapped through the *Progression Overview* documents and reading skills are revisited regularly throughout the year, and year after year.

Assessment

Teachers use daily formative assessment through observation, questioning and feedback to stretch and challenge pupils and to identify those who need additional support. A checklist at the bottom of the *Pupil Practise and Apply* booklet allows teachers to indicate specific areas of difficulty. In addition to this feedback, a low-stakes quiz is completed in the fifth lesson each week, giving children the opportunity to apply the strategies and skills they have been developing.

Throughout the academic year (at the end of each term), three assessments are carried out in each year group. These are followed by Excel breakdowns that enable gap analysis. The data highlights strengths and weaknesses across the content domains. By identifying next steps, teachers target teaching and explicitly model the required skills and strategies in subsequent lessons. Support Staff also run 'Ready Steady Read Together Go' sessions to close any gaps and address misconceptions.

Subject leaders analyse termly data and address areas for development. Attainment, progress and barriers to learning are reviewed in half-termly pupil progress meetings, where clear actions are agreed to close gaps, particularly for pupils in the bottom 20%**.**

Inclusion

'If you get it right for the most disadvantaged and vulnerable, you get it right for everyone.' (Sir Martyn Oliver, His Majesty's Chief Inspector at the Office for Standards in Education, Children's Services and Skills, March 2025).

Our reading curriculum is aspirational for every child. It ensures that all pupils, including those with barriers who may struggle with fluency and independent reading, are given opportunities to develop their comprehension of challenging texts with scaffolded support.

Ready Steady Read Together: Go includes scaffolding for fluency and comprehension, explicit instruction in breakdown reading strategies and guidance on flexible groupings to ensure appropriate challenge and peer support. It also advises on activities and interventions at Wave Two and, where necessary, Wave Three interventions.

Confident readers are encouraged to deepen their understanding, explore a wide range of literature and develop higher-order thinking, with units adapted to provide additional challenge where appropriate.

Optional activities are also suggested and, through book talk,books to read are recommended.