



Vision

At Nethergate, we believe that reading is a gateway to independence, communication and lifelong learning. Our vision is to foster a love of reading in every pupil, regardless of ability, background or starting point. We aim to create a literacy-rich environment where reading is accessible, meaningful and enjoyable for all pupils — from early emergent readers to those developing functional literacy skills.

We are committed to:

- Promoting reading for pleasure and purpose across all key stages.
- Ensuring every pupil has access to appropriate, engaging and differentiated reading materials.
- Empowering pupils to become confident communicators, using reading to support language development, emotional literacy and social understanding.
- Developing reading for purpose, inclusive of all abilities and enabling functionality.

Implementation

Our reading curriculum is designed to be flexible, inclusive and responsive to the diverse needs of our learners. It is delivered through a multi-sensory, cross-curricular approach that supports engagement and progress through all key stages.

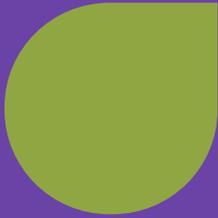
Key strategies include:

- Personalised reading pathways based on EHCP targets, assessment data, and individual interests.
- Use of systematic synthetic phonics (Read Write Inc.) alongside whole-word recognition and symbol-supported texts for learners with more complex needs.
- Integration of AAC (Augmentative and Alternative Communication) tools, visual support systems and Makaton signing to enhance access to reading.
- Regular guided reading sessions, shared story times and tailored to developmental stages, including the use of 100 recommended books in every key stage.
- A diverse and inclusive library with sensory books, audio texts, a rich assortment of fiction and nonfiction texts and age-appropriate materials for all reading levels.
- Staff training to ensure consistent, high-quality delivery of reading strategies across the school.

Impact

We measure the impact of our reading provision through a combination of qualitative and quantitative data, including:

- Progress in reading assessments and phonics screening.
- Increased engagement with texts, both in structured sessions and independent reading.
- Improved communication skills, vocabulary acquisition and comprehension.
- Enhanced confidence and self-esteem in our pupils as they experience success in reading.
- Positive feedback from pupils, families and staff regarding reading enjoyment and progress.
- Evidence of reading supporting wider curriculum access and preparation for adulthood, including functional literacy for life skills and employability.



We celebrate every step of progress, recognising that for our learners, reading is not just an academic skill—it is a vital tool for connection, expression, and empowerment.