



Northumberland's P.R.U.

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Northumberland PRU Reading Strategy 2026–2027

'A Whole-School Approach to Developing Reading, Vocabulary, Fluency and Writing'

INTENT

At Northumberland PRU, reading is viewed as the gateway to all learning. Our reading strategy combines assessment, intervention, curriculum design, shared reading, spelling instruction, vocabulary development, creative writing, the promotion of decoding skill, phonics awareness, and disciplinary literacy.

THREE STRANDS OF THE READING STRATEGY

- Strand One – Teaching the Mechanics of Reading
- Strand Two – Reading for Pleasure and Engagement
- Strand Three – Reading for Knowledge and Curriculum Access

NGRT ASSESSMENT CYCLE

Assessment Point	Assessment Tool	Purpose
Induction / Entry	NGRT	Establish baseline reading age
Half-Term 2	NGRT	Measure progress and intervention impact
Half-Term 4	NGRT	Monitor reading development
Half-Term 6	NGRT	Evaluate annual progress and strategy impact

Assessment information is shared with class teachers, SENCo, intervention staff and SLT to inform planning and intervention.

READING PATHWAYS

Pathway	Approximate Reading Age	Typical Support
Blue	6–9	Reduced text, sentence starters, vocabulary support
Yellow	10–13	Structured comprehension and guided responses
White	13+	Independent analysis and extended writing

READING INTERVENTION MODEL

Need Identified	Provision	Delivered Through	Monitoring
Weak decoding	Phonic Awareness	Small group intervention	NGRT and teacher assessment
Weak fluency	Shared reading	Rise to Read	Learning walks and student voice
Weak vocabulary	Vocabulary instruction	Pre-teaching text	Book scrutiny
Weak comprehension	Structured questioning	Reading Skills and Rise to Read	Assessment checkpoints
Weak writing stamina	Creative Writing and Big Write	English curriculum	Writing moderation

RISE TO READ

Rise to Read is Northumberland PRU's shared reading approach using whole-class novels and structured reading lessons. Lessons include spelling starters, matching spellings to meanings, teacher-led reading, vocabulary discussion, differentiated questions, and follow-up literacy tasks.

READING SKILLS CURRICULUM

Reading Skills lessons are structured around Fluency, Apply and Mastering. Lessons include retrieval questions, descriptive reading, creative writing, vocabulary instruction, sentence starters, scaffolded support and model answers.

SPELLING AND VOCABULARY STRATEGY

Spelling instruction is directly linked to reading texts. Pupils learn spellings from chapter texts and match words to meanings before reading. Vocabulary is revisited throughout lessons and applied within writing tasks.

PRE-TEACHING TEXT

Vocabulary and text pre-teaching reduces cognitive overload and improves comprehension. Staff introduce key vocabulary before reading and revisit language throughout lessons.

PHONIC AWARENESS

Targeted phonic awareness intervention focuses on sound recognition, decoding, spelling patterns, fluency and reading confidence. Lessons include dictation, underline tasks, word sorts and reading practice.

CREATIVE WRITING AND WRITING DEVELOPMENT

Creative Writing lessons support pupils in analysing vocabulary, exploring descriptive language, building writing stamina and applying reading knowledge into extended writing.

HANDWRITING AND INDEPENDENT WRITING STAMINA

Pupils regularly complete Big Write activities, dictation tasks, reading responses and extended descriptive writing to strengthen writing stamina and handwriting consistency.

READING ACROSS THE CURRICULUM

All subjects contribute to reading development through vocabulary instruction, scaffolded reading materials, teacher modelling, structured questioning and subject-specific literacy.

MONITORING AND QUALITY ASSURANCE

The impact of the strategy is monitored through NGRT progress data, learning walks, book scrutiny, assessment checkpoints, student voice and literacy-focused CPD.

STAFF DEVELOPMENT AND CPD

CPD focuses on teaching reading in non-English subjects, vocabulary instruction, shared reading strategies, scaffolding techniques and supporting weaker readers.

INTENDED OUTCOMES

The strategy aims to improve reading ages, increase reading confidence, strengthen vocabulary and comprehension, improve writing stamina and increase curriculum access.