



St. Stephen's Junior School

Curriculum Overview: Reading

Curriculum Intent:

Our reading curriculum is based upon the selection of high quality, engaging texts, that provide rich models of language for children to engage with. We also strive to develop a culture of reading for pleasure as research has shown that this is a more powerful predictor of life achievement than socio-economic background. It is therefore an essential aspect of our reading curriculum at SSJS.

Reading for Comprehension

As with our writing curriculum, we strive to expose the children to an extensive range of vocabulary, focussing on tier 2 words to develop children's working vocabulary. We achieve this by covering a blend of fiction and non-fiction texts ranging from newly released texts to those of a more archaic or classic nature, which have been carefully selected to ensure all children will cover a broad range over their time with us. We aim to teach the comprehension skills required to achieve age-related expectations as detailed in the National Curriculum utilising the Reading VIPERS taken from the Literacy Shed (vocabulary, inference, prediction, explanation, retrieval and summary) to ensure comprehensive coverage.

Reading for Pleasure

We follow the Accelerated Reader programme, which incentivises children to read both in school and at home and offers accurate book recommendations based on the requirements of the individual children. It also offers a secure platform from which children can review and recommend books to their peers as well as an extensive online library that can be accessed at home to encourage easy access to books. Teachers also read a class text regularly, just for enjoyment, chosen from a recommended list of quality books for their age group.

We seek to create a culture where children love and actively engage with reading due to exposure to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, read for pleasure, hear texts read aloud as well as participate in structured reading activities.



Progression in learning:

The skills underpinning reading comprehension (as summarized in the VIPERS) are developed throughout the children's time at SSJS, being the focus of all year groups' reading comprehension lessons. Progression within our reading curriculum is found within the complexity of the text, with texts having been carefully chosen to ensure this increases linearly through the year groups. The complexity of text corresponds to several factors, including: vocabulary, theme, non-linear time sequences and the narrative. We aim to develop confident readers who have a secure understanding of what they have read by developing the same set of comprehension skills which they will then apply to increasingly complex literature.

An example of this progression is shown below:

| Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|
| <ul style="list-style-type: none"> • Read for a range of purposes independently. • Choose appropriate texts with support. • Demonstrate engagement with reading. • Read for sustained periods of time, completing texts independently. | <ul style="list-style-type: none"> • Revisit and build on Year 3 • Engaging actively in book discussion. | <ul style="list-style-type: none"> • Read a broader range of texts including those from literary heritage and more challenging texts • Demonstrate continuing engagement with reading: Read longer books for more sustained periods of time | <ul style="list-style-type: none"> • Revisit and build on Year 5 Engage actively in book discussions with and without adult support. • Complete a wider range of more challenging and lengthier books. |