English Curriculum Progression Framework – Reading

Strand	Aspect	Year 3	Year 4	Year 5	Year 6
Reading for comprehension	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. These texts are also mapped onto our English curriculum overview for each year group. As with our writing curriculum, we strive to expose the children to an extensive range of vocabulary, focussing on tier 2 words. We achieve this by covering a blend of fiction and non-fiction extracts as well as poems, songs and plays chosen to ensure that children are exposed to modern vocabulary as well as that of a more archaic or classic nature. We aim to teach the comprehension skills required to achieve age-related expectations as detailed in the National Curriculum utilising the Reading VIPERS (vocabulary, inference, prediction, explanation, retrieval and summary) to ensure comprehensive coverage.			
	Implementation	We teach whole class reading sessions daily following an explicit pedagogical structure: For Whole class text lessons, each year group is allocated a class text, which has been specifically selected based on its ZPD level to ensure the texts get progressively more challenging as children move up the school. The overarching VIPERS skills that are taught in reading lessons remain the same but increase in difficulty along with the text. All children remain in class for these lessons as the entirety of the book is read across the term both in the lesson and at the end of the school day, this ensures that every child is given the opportunity to become immersed in a quality text. For extract lessons, each term is comprised of different themes including: PSHE, Science, History, Poetry/Songs/Plays, picture books, a celebrated author, or a novel with an overarching theme to ensure children are introduced to a wide range of inspiring literature.			
	Progression	The overarching VIPERS strategy remains consistent throughout the school, however the level of complexity of each year group's texts becomes increasingly more challenging across the Year groups, which is ensured by the text's ascending ZPD range.			

Reading for Pleasure	Intent	According to recent research, reading for pleasure is a more powerful factor in life achievement than socio-economic background. It thus features as an essential aspect of our reading curriculum. 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. We seek to create a culture where: • children love reading (and books), actively engage with it at every opportunity and where their imagination and understanding of the world is developed through it. • children are exposed 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. We want children to: • build preferences in reading, to choose to read and to make considered choices when selecting books. • share and recommend a range of books. • recognise authors and styles of reading that individuals enjoy. • engage in book discussion in a range of contexts, alongside both adults and peers			
	Implementation	• The sharing of a class text each day for at least 15 minutes. • Involvement in World Book Day reading activities to share a love of books. • Sharing books/stories in assemblies. • Breadth of books in library monitored and updated by English curriculum leads in consultation with a local children's bookshop based within the community. • Accelerated Reader sessions three times a week, where children read both independently and with a teacher/teaching assistant and are also given the opportunity to select an appropriate text. • Whole School reading challenges such as becoming an AR word millionaire.			
	Progression	• Read for a range of purposes independently. • Choose appropriate texts with support. • Demonstrate engagement with reading. • Read for sustained periods	• Revisit and build on Year 3 • Engaging actively in book discussion.	• Read a broader range of texts including those from literary heritage and more challenging texts • Demonstrate continuing engagement with reading: Read	• 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.

		of time, completing texts independently.		longer books for more sustained periods of time	
Assessment of Reading	**Assessment Evidence**	• Each long-term, children complete a Star Reading Assessment on Accelerated Reader. This allows teachers to identify Reading age progression checks and ZPD improvements. • NFER reading tests supplemented by gap analysis. • Whole class feedback responses to Reading.			
Reading catch up strategy	**Phonic support and Comprehension interventions**	All children coming into Year 3, with a reading age below seven years, will receive a phonic screening using the initial Read Write Inc assessment. Based on this assessment, they will be assigned to a Read Write Inc intervention group if necessary; these will run 3 times a week for a minimum of 45 minutes. For those children that have completed the Read Write Inc intervention within Lower School, or have achieved a scaled score of less than 95 in their NFER assessment attend a Read Write Inc Comprehension in place of the extract lessons. Children who still require phonic intervention in Upper School are given further support through Read Write Inc Fresh Start. In addition to this, for those children scoring less than 95 in their NFER assessments are placed in Read Write Inc Literacy and language if supported by their class teacher. Interventions are reviewed on a termly basis.			