



Curriculum:

Progression in Reading



INTENT – The Reading Curriculum

Reading is at the heart of all we do – a key curriculum driver within our school vision is ‘We Are Lifelong Readers’. In addition to this, one of our ‘Hunton and Arrathorne 21 aims’ is for all children to meet an author in person before they leave year 6. The importance of reading is recognised and celebrated and, as the key to unlocking the rest of the academic curriculum, underpins much of what we do in school. Developing a culture where reading is at the forefront of our day-to-day teaching is established in Reception and consistently developed through to year six with opportunities for children to ‘read for pleasure’, both individually and with others, provided regularly. As reading engagement is strongly correlated with reading performance in an academic sense, we strive to make reading as enjoyable and purposeful as possible to ensure no child is left ‘disengaged’ with reading; our children’s passion for reading is evident in school and is something we intend to build upon. Verbal discussions based around a text are recognised as key to unlocking understanding and engagement and this is a key factor in our approach to teaching comprehension skills. Once a text has been digested and understood, with the children provided with the opportunity to question and share their thoughts, then written comprehension skills can be developed. By the end of year 6, we intend for our children to be fluent and passionate readers, whilst also being equipped with the skills to apply this passion to enhance their understanding across the curriculum.

IMPLEMENTATION – The Reading Curriculum

Reading is at the heart of everything we do at Hunton & Arrathorne – so much so it is a key driver within our school vision. We have a variety of strategies to enable children to become lifelong readers.

- Reading sessions take place 3 times a week in EYFS and Year 1 in line with our SSP; Little Wandle.
- Whole class reading sessions 4 times per week from Year 2 – Year 6.
- Timetabled daily story times in each class, so children can listen to their teacher and practise fluency and reading prosody.
- Book corners in each classroom which are full of age-appropriate texts, recommended reads, and books from high quality authors.
- Regular opportunities for pupils to read individually to adults within school.
- Use of ‘Reading Spines’ and ‘Recommended Reads’ to ensure pupils have access to a range of high-quality texts from a variety of genres.
- Celebrating and encouraging a love of reading with plentiful opportunities to share and discuss what they have read.
- Access to books and texts at break-times.
- Opportunity to enjoy our non-fiction library at lunchtime with children from different classes.
- A focus on texts which showcase inclusivity and diversity, which is key in our small village school.
- Celebration of ‘World Book Day’ with exciting and engaging activities throughout the entire week to celebrate a love of reading.
- Given pupil’s ownership of the development of reading through ‘Reading Ambassadors’.
- A new non-fiction library which is taken ownership of by the children.
- Termly ‘Reading Newsletters’ which share recommendations, book reviews etc.
- Children take part in ‘Reading Buddies’ as part of our ‘Big Read’ where they read with a peer from a different year group.
- Termly opportunities for parents/carers to come into school for our ‘Big Read’ where they can enjoy reading based activities with their children.
- Author visits and author webchats.
- Children who are not yet fluent readers by KS2 are given a daily ‘Rapid Reader’ intervention
- A new, high-quality range of individual reading books which are matched to each child’s ability.
- We have a subscription to ‘Weekly News’ to enable children to read about current events in an age-appropriate way.
- A ‘Reading Raffle’ to encourage and reward children for demonstrating their love of reading at home.

IMPLEMENTATION – Reading VIPERS

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



In Reception and Year 1 we have decided that Reading Sessions are the most effective approach for teaching reading, following the Little Wandle Programme. From Year 2 – Year 6 children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) using VIPERS which were created by Rob Smith (The Literacy Shed). Reading VIPERS is used as our stimulus for teaching Reading from Y2 – Y6 and used alongside our own progression grid and staff professional judgement.

In Year 2 children are taught to sequence and summarise in Key Stage 2. ‘Explain’; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts, and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

IMPLEMENTATION – Content Domains

In Year 2 and Key Stage 2 children are taught through 4 discrete whole class reading sessions per week, using Reading VIPERS as a vehicle which enables them to access the necessary depth to become competent and effective readers.

KS2 Content Domain Reference
2a Give/explain the meaning of words in context
2b retrieve and record information/ identify key details of fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text/ explain and justify inferences with evidence from the text
2e predict what might happen from details stated
2f identify/explain how information/ narrative content related and contributes to meaning as a whole
2g identify/explain how meaning is enhanced through words and phrases
2h make comparisons within a text

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS1 English Reading Test Framework (2016)

Content domain reference	Number of marks	Percentage of total mark
1a draw on knowledge of vocabulary to understand texts	1–8	3–20%
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16–32	40–80%
1c identify and explain the sequence of events in texts	0–3	0–8%
1d make inferences from the text	4–14	10–35%
1e predict what might happen on the basis of what has been read so far	0–2	0–5%

KS2 English Reading test Framework (2016)

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5–10	10–20%
2b retrieve and record information / identify key details from fiction and non-fiction	8–25	16–50%
2c summarise main ideas from more than one paragraph	1–6	2–12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8–25	16–50%
2e predict what might happen from details stated and implied	0–3	0–6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0–3	0–6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0–3	0–6%
2h make comparisons within the text	0–3	0–6%

IMPLEMENTATION – PROGRESSION (VOCABULARY)

Year 2	Year 3	Year 4	Year 5	Year 6
Understand and recognize simple recurring literary language in stories and poetry	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
Discuss and clarifying the meanings of words, linking new meanings to known vocabulary	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination		

		Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials		
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IMPLEMENTATION – PROGRESSION (INFERENCE / PREDICTION)

Inference

Year 2	Year 3	Year 4	Year 5	Year 6
Make inferences on the basis of what is being said and done	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction

Year 2	Year 3	Year 4	Year 5	Year 6
Make plausible predictions about what might happen on the basis of what has been read so far	Understand what he/she reads independently by predicting what might happen from details stated	Understand what he/she reads independently by predicting what might happen from details stated and implied	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Predict what might happen from details stated and implied

IMPLEMENTATION – PROGRESSION (EXPLAIN)

Year 2	Year 3	Year 4	Year 5	Year 6
Explain what has happened so far in what he/she has read	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

	Identifying how language, structure, and presentation contribute to meaning			
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IMPLEMENTATION – PROGRESSION (RETRIEVAL)

Year 2	Year 3	Year 4	Year 5	Year 6
Answering and asking questions	Understand what he/she reads independently by asking questions to improve his/her understanding of a text	Retrieve and record information from non-fiction over a wide range of subjects	Understand what he/she reads by asking questions to improve his/her understanding of complex texts	Ask questions to improve their understanding
	Retrieve and record information from non-fiction	Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity	Retrieve, record and present information from non-fiction	

IMPLEMENTATION – PROGRESSION (SEQUENCE / SUMMARISE)

Year 2	Year 3	Year 4	Year 5	Year 6
Discussing the sequence of events in books and how items of information are related	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Summarise main ideas from more than one paragraph, identifying key details which support these.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration

IMPLEMENTATION - Whole Class Reading Lesson Structure

At the beginning of the week, a new text will be introduced to the children which will be the focus for their comprehension lessons for that week. Teachers are encouraged to select from fiction, non-fiction and poetry texts whilst also ensuring children are exposed to examples of 'classic texts' as well. As research suggests that children must be able to understand between 95-98% of the vocabulary to fully access a piece of text, children will be explicitly taught the new vocabulary before reading the text to ensure they are familiar with any new or 'tricky' words. This new vocabulary will be revisited throughout the week to ensure they are embedded and applied in various ways, helping to build understanding and oracy. The text will then be read using a variety of methods in order for children to develop their prosody: the teacher will model fluent and expressive reading, echo reading will be used, paired reading, individual reading and whole class reading so that children have the opportunity to read aloud to the rest of the class. You may see a number of these different strategies during one session.

Subsequent lessons throughout the week will follow a consistent structure and the content domain will be shared at the beginning of each lesson, ensuring children are familiar with the different question types and how they are required to answer them. Teachers will model skills such as scanning for key information as well as how to develop written responses to questions. The week's structure will focus on the most heavily weighted domains following analysis from the end of Key Stage Two assessments: Tuesday will focus on vocabulary-based questions, Thursday will develop retrieval skills and Friday will work on inference. Other domains, such as sequencing, summarising and predicting, will be covered throughout the curriculum as well as during daily reading of a class text to ensure children are exposed to each of the comprehension skills required.

Teachers are provided with suggested texts through the use of 'Reading Spines'. This helps to ensure a wide range of texts and genres are used across each year group and class, including 'classic texts' and poetry. In order to develop high-quality written responses, a range of strategies are encouraged and applied. Children may initially speak their answers orally, recognising their first idea may not be their best. Sentence stems, key vocabulary and structures for more developed responses may be provided where appropriate to ensure each child is able to access and achieve. Answers should be discussed at the end of each lesson so that children are aware of how well they are achieving in reading sessions. We recognise the impact COVID-19 has had on reading and also that those children who fail to read early start to dislike reading as they grow; we therefore have a robust assessment procedure in place to ensure children are able to 'keep-up' rather than 'catch-up'.

IMPLEMENTATION – Teacher Reading Overview – Year A & B

Term	Robins (R/Y1) 1 year rolling	Kingfishers (Y2) 1 year rolling	Partridges (Y3/4) 2 year rolling	Woodpeckers (Y5/6) 2 year rolling
Autumn A	The Day the Crayons Quit	Lighthouse Keeper's Lunch	The Witches - Complexity of narrator	Room 13 - in line with Yorkshire Dales topic
Autumn B (All texts are chosen to celebrate inclusivity and diversity)	It is OK to be Different	Planet Omar	Bill's New Frock	The Boy at the Back of the Class
Spring A	Look Up	Stinky Cheese Man - Non-Linear Time	The Hodgeheg - Dick King Smith	The Amazing Tale of Ali Pasha - non-linear time
Spring B	The Three Pigs	Twisted Traditional Tales - Complexity of narrator	The Iron Man - Complexity of plot	Cogheart - complexity of narrator
Summer A	We're Going on a Bear Hunt	George's Marvellous Medicine	Stig of the Dump - classic text	The Girl of Ink & Stars
Summer B	Where the Wild Things are - Archaic Text	Flat Stanley	Charlotte's Web - archaic	Oliver Twist - archaic text
Poetry (ongoing throughout year)	Seasons—Shirley Hughes	Please Mrs Butler - Complexity of plot	Revolting Rhymes	Classic British Poems e.g. Listeners - complexity of plot

Term	Robins (R/Y1) 1 year rolling	Kingfishers (Y2) 1 year rolling	Partridges (Y3/4) 2 year rolling	Woodpeckers (Y5/6) 2 year rolling
Autumn A	The Day the Crayons Quit	Lighthouse Keeper's Lunch	Butterfly Lion - Non-linear time	Once - complexity of narrator
Autumn B	It is OK to be Different - Inclusive and Diverse	Planet Omar - Inclusive and Diverse	Demon Headmaster	The Arrival - Resistant text - in line with WW2 topic
Spring A	Look Up	Stinky Cheese Man - Non-Linear Time	How to Train your Dragon - in line with Vikings topic	Who Let the Gods Out - complexity of plot
Spring B	The Three Pigs	Twisted Traditional Tales - Complexity of narrator	The Mysteries of Harris Burdick - Resistant text	Holes - non-linear time
Summer A	We're Going on a Bear Hunt	George's Marvellous Medicine	A Bear Called Paddington - archaic text	Kensuke's Kingdom
Summer B	Where the Wild Things are - Archaic Text	Flat Stanley	The Great Kapok Tree - in line with Mayans topic	Wonder - inclusive and diverse
Poetry (ongoing throughout year)	Seasons—Shirley Hughes	Please Mrs Butler - Complexity of plot	Revoltin' Rhymes	WW2 poetry e.g. Flander's Fields - complexity of plot

IMPACT - Reading

By the time children leave Hunton & Arrathorne they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum and communicate their research to a wider audience. Primarily, they develop a love of reading and establish themselves as 'Lifelong Readers'.

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then being provided with the opportunity to develop their best response in writing. All skills must be modelled by the teacher and children should have a clear picture of how well they are doing in reading with answers discussed, edited, and improved each lesson.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.