

## Reading Curriculum Progression



At Abbey Lane, our vision is to encourage a life-long love of reading. From the early stages of learning phonics and decoding the English language, we promote a positive approach to teaching reading.

We acknowledge that comprehending a text is just as important as word reading, therefore we strive for our pupils to be independent and reflective readers, who can read both fluently and for meaning. Furthermore, we use texts to expand and enrich children's vocabulary on a daily basis.

As teachers of Reading, we ensure that we are keen readers ourselves, in order to inspire children to follow in our footsteps. We are on hand to recommend, discuss and provide a wide range of texts and literary sources to stimulate a child's love of reading. We aim to bring reading to life and give it purpose by linking texts to learning across the whole curriculum.

INTENT		IMPLEMENTATION		IMPACT	
<b>Alignment to the National Curriculum</b>	The school follows the Little Wandle Letters and Sounds Revised programme until children can fluently decode. In each year group, children are exposed to a range of high quality children's literature, full of ambitious vocabulary across a range of genres. Beyond whole class texts, our children have access to a broad selection of books from the classics to newly published works. Our programme facilitates 'book talk', allowing children to discuss and explore texts with adults and other pupils, thus nurturing a love of reading.	<b>Pedagogical Approaches</b>	All children access the same high quality lessons in Phonics and Reading – The Little Wandle programme for phonics and whole class reading approach for Reading. Core concepts are regularly returned to through whole class teaching and high quality feedback is used to address common misconceptions. Interventions are used to close gaps and accelerate progress for children who may have fallen behind. Reading fluency and comprehension skills are taught within the context of the text in which the children are immersed.	<b>Approach to assessment</b>	We use a wide range of data sources to support our judgements in Reading; this includes Little Wandle phonics assessment, half-termly comprehension independent recaps and fluency sessions.
<b>End points</b>	The aim is for all children to develop a passion for reading through the use of high-quality texts, exciting skills-based lessons and 'Reading for Pleasure'. We encourage children to read aloud with clear expression and intonation: reading aloud to a peer, an adult or the whole class can breed self-confidence and promote self-esteem.	<b>Teachers' Expert Knowledge</b>	Continued professional development is central to the success of pupils' outcomes in Reading. We work together to create an engaging, diverse curriculum consisting of quality texts. Furthermore, we provide opportunities to observe each other teach across a phase.	<b>Performance Data</b>	End of half term teacher judgements are informed using the above sources and these are discussed with several members of the leadership team to ensure attainment and progress is on track for all pupils, particularly the most vulnerable. Children who are working significantly below their year group are assessed using the Birmingham Toolkit so we can break down their progress into smaller steps.
<b>Sequencing</b>	Our Reading curriculum follows a progressive structure, therefore key skills and concepts are built on and revisited.	<b>Promoting Discussion and Understanding</b>	Our Reading curriculum includes knowledge and vocabulary that is specific to the units that pupils are studying and	<b>Pupils' Work</b>	Appropriate to their age and stage of development, children record their

**Addressing  
Social  
Disadvantage**

The VIPERS (Vocabulary, Inference, Prediction, Explaining, Retrieval and Summarising) objectives are introduced to aid the development of comprehension skills. The whole class reading approach follows the structure of Prepare, Read, React, Explore and Process to ensure children are immersed in a text.

A key principle of our teaching is that every child can engage with the curriculum for their year group, unless they have a significant developmental delay. Teacher and teaching assistant support is put in place to ensure progression. If appropriate, keep up support and afternoon intervention is provided.

**Knowing More  
and  
Remembering  
More**

our immersion in whole class texts naturally facilitates discussion. Teachers impart a passion for Reading by providing recommendations suited to a child's individual needs and engage in discussions about age appropriate texts.

Teachers plan lessons, ensuring, when necessary, repetition of skills throughout different genres and texts. VIPERS skills are revisited weekly, shifting focus and making new and challenging activities to avoid

**Talking to  
Pupils**

Reading work in books, increasing in breadth and depth as they mature.

Pupils are regularly consulted about their reading interests through Pupil Voice. Also, our 'Reading Ambassadors' work with school staff to ensure our wide range of books are updated in each year group. Rewards for the 'AL Reading Challenge' home reading competition were sat after consulting children in school.

#### Local Context

While most children in school express an enjoyment for reading, we recognise that some don't have the same passion. To address this, we continually audit our stock to ensure a diverse range of identities are reflected in the stories our children read. Reading is continually promoted across the year, with further enrichment activities including visits to local libraries, the travelling book fair and whole school events on World Book Day.

#### Teacher Assessment

Regular checkpoints are used while teaching phonics to establish a clear picture of children's gaps. In Reading, an independent recap takes place each half term to assess comprehension. Fluency assessment is ongoing – combining teacher judgement with Benchmarking.

#### The Abbey Lane Reading Curriculum

FS2	Intent: <b>By the end of Reception</b> , children can read and understand simple sentences in a way which is consistent with their phonic knowledge. Children can confidently recognise sounds for each letter in the alphabet and 10 digraphs to allow them to decode regular words. Children can read some common irregular words. Children demonstrate an understanding when talking to others about what they have read and retell stories themselves in their own words as well as predict what happens in different stories. Children can use and understand new vocabulary in different contexts.	
	<ul style="list-style-type: none"><li>I can recognise and can say a sound for each letter in the alphabet and at least 10 digraphs, including ll, ff, ss.</li><li>I can say and write the initial sound in words</li><li>I can blend CVC, CCVC, CVCC words.</li><li>I can hear the sounds in CVC words and spell them correctly.</li><li>I can hear sounds in longer words and represent these with letters and/or digraphs.</li><li>I can read some common exception words.</li><li>I can predict key events in stories.</li></ul>	<ul style="list-style-type: none"><li>I understand what has been read to me by retelling stories in their own words.</li></ul>
Y1	Intent: <b>By the end of Year 1</b> , children are able to use their phonic decodable skills to read with growing confidence. Children read and re-read books that are closely matched to their phonic knowledge and their recognition of common exception words/tricky red word. By re-reading these books, the children are able to develop their understanding of	

punctuation, pace and expression. As the children's fluency develops, the children will begin to self-correct. The children show an interest in a range of books and genres and can answer simple comprehension questions, showing an understanding of what they have read.			
	<ul style="list-style-type: none"> <li>• I can join in with predictable and repeated phrases</li> <li>• I can recite poems, stories and rhymes</li> <li>• I can participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• I can ask relevant questions about what has been read</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes</li> <li>• I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• I can read Year 1 common exception words</li> <li>• I can read some words with the suffixes –s, –es, –ing, –ed, –er and –est</li> <li>• I can read polysyllabic words</li> <li>• I can read words with contractions</li> <li>• I can read age appropriate books with fluency (Phase 5)</li> <li>• I can read books aloud</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss texts at a level beyond that at which they can read independently</li> <li>• I can link what they have read to their own experiences</li> <li>• I can discuss word meanings and link new meanings to existing vocabulary</li> <li>• I can make inferences on the basis of what is being said and done in texts read to them</li> <li>• I can predict what might happen on the basis of what has been read so far</li> <li>• I can discuss the importance of events in a story</li> <li>• I can re-tell with considerable accuracy</li> <li>• I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>
	Ask relevant questions about what they have read. Discussion would include vocabulary from the text	Take account of punctuation when reading aloud. Read with expression Independently use a range of strategies to decode and read words accurately Read most age appropriate irregular words with fluency	<b><u>Across a range of age appropriate texts, GDS pupils can:</u></b> Self-correct mistakes with words independently (with no prompting) based on context of the sentence. Answer literal and inferential questions about what they have read Generate questions based on what they have read.

Y2	<p>Intent: <b>By the end of Year 2</b>, the children are growing in confidence in their own reading ability and are able to use a range of strategies to decode unknown words, self-correcting when necessary. Children are able to read a wider range of books independently including a range of fiction, non-fiction and poetry. They can read most of the year 1 and 2 common exception list and contractions accurately. Children's improved fluency, pace and expression enables them to answer a range of comprehend question and make links to other books they have read as well as their wider experience.</p>		
	<ul style="list-style-type: none"> <li>• I can listen and respond appropriately to adults and their peers</li> <li>• I can ask relevant questions to extend their understanding and knowledge</li> <li>• I can use relevant strategies to build their vocabulary</li> </ul>	<p>In age-appropriate books the pupil can:</p> <ul style="list-style-type: none"> <li>• I can read accurately most words of two or more syllables</li> <li>• I can read most Y2 words containing common suffixes</li> <li>• I can read most common exception words - noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute</li> <li>• I can 'Sound-out' most unfamiliar words accurately, without undue hesitation.</li> <li>• I can re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none"> <li>• I can check it makes sense to me</li> <li>• I can answer questions and make some inferences on the basis of what is being said and done</li> <li>• I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• I can discuss the sequence of events in books and how items of information are related</li> <li>• I can be introduced to non-fiction books and their structures</li> <li>• I can recognise simple recurring literary language in stories and poetry</li> <li>• I can continue to build up a repertoire of poems learnt by heart and recite clearly</li> <li>• I can answer and ask questions</li> <li>• I can develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Discuss their favourite words and phrases.</li> </ul>
	<p>Ask questions about a wide range of books they have read. Discussion would include an increasing range of age appropriate vocabulary from Y2 texts</p>	<p>Read all Common Exception Words with fluency including those with common suffixes Sound out unknown words confidently.</p>	<p><b><u>Across a range of age appropriate texts, GDS pupils can:</u></b> Make inferences. Make plausible predictions about what might happen on the basis of what has been read so far. Make links between the book they are reading and other books they have read.</p>

Y3	<ul style="list-style-type: none"> <li>• I can comment on the way characters relate to one another.</li> <li>• I can explain the difference that the precise choice of adjectives and verbs make</li> <li>• I can participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>• I can begin to vary tone and expression when reading a text</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to use knowledge of root words, prefixes and suffixes to read and understand new words in texts</li> <li>• I can recognise inverted commas</li> <li>• I can recognise: <ul style="list-style-type: none"> <li>- plurals</li> <li>- pronouns and how used</li> <li>- collective nouns</li> <li>- adverbs</li> </ul> </li> <li>• I can read for a range of purposes</li> <li>• I can discuss interesting language and read aloud with intonation and rhythm for poetry recital</li> <li>• I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action whilst recognising differing forms of poetry (kenning, acrostic, free verse, rhyming) in age appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>• I know which words are essential in a sentence to retain meaning</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and predicting what will happen next</li> <li>• I can increase familiarity with a wide range of books and retell them to an audience</li> <li>• I can recognise how commas are used to give more meaning</li> <li>• I can retrieve and record information from non-fiction sources</li> <li>• I can use a dictionary to check the meaning of words</li> <li>• I can identify common themes in a variety of books</li> <li>• I can understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• I can increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• I can participate in discussions about books that have been read to them</li> </ul>
	<p>Ask and find the answer to relevant questions using knowledge of text</p> <p>Read with varied tone and expression</p>	<p>Keen to read beyond age appropriate texts.</p> <p>Displays reading stamina across a range of genres.</p> <p>With increasing confidence, use knowledge of root words, prefixes and suffixes to read new words.</p>	<p><b><u>Across a range of age appropriate texts, GDS pupils can:</u></b></p> <p>Confidently justify inferences from a text.</p> <p>Make links between different books and pieces they have read</p> <p>Use synonyms when discussing texts.</p> <p>Use knowledge of root words, prefixes and suffixes to understand new words.</p>
Y4	<p>Intent: <b>By the end of Year 4</b>, the children's reading stamina has increased, and they are able to read more complicated texts. They are able to decode unknown words easily using a range of strategies and self-correct when necessary. Children are able to identify the relationships between characters, the effect they have on the reader and explain the interactions between them. They can select a range of books independently and are able to explain their preferences. Children are able</p>		

	<ul style="list-style-type: none"> <li>• I can give a personal point of view on a text</li> <li>• I can re-explain a text with confidence</li> <li>• I can use appropriate voices for characters within a story</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss particular words that capture the reader's interest</li> <li>• I can apply their knowledge of root words, prefixes and suffixes</li> <li>• I can prepare age appropriate poems and plays to read aloud using intonation, tone, volume and action with increased fluency</li> </ul>	<ul style="list-style-type: none"> <li>• I can justify inferences with evidence, predicting what might happen from details stated or implied</li> <li>• I can draw inferences and justifying them with evidence from the text</li> <li>• I can explain why a writer has used different sentence types or a particular word order and the effect it has created</li> <li>• I can understand what they have read in age appropriate books by checking that the text makes sense to them</li> <li>• I can ask questions about a particular book or text</li> <li>• I can identify main ideas from a paragraph and summarise</li> <li>• I can skim &amp; scan to locate information and/or answer a question</li> <li>• I can consolidate retrieval and recording of information from non-fiction texts</li> <li>• I can work out the meaning of words in context</li> <li>• I can increase their familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• I can identify themes and conventions in a wider range of books</li> <li>• I can participate in discussions about books that have been read to them and those that have been read independently</li> </ul>
	Discuss and explain their understanding of what they have read, including offering evidence to support their viewpoint	Keen to read beyond their age appropriate texts. Developing stamina to persevere with a text Cold read aloud age appropriate books with intonation that shows understanding Makes a plausible attempt at an unknown word.	<p><b><u>Across a range of age appropriate texts, GDS pupils can:</u></b></p> <p>Have an awareness of the impact of a text on the reader. Use detailed evidence to justify inferences. To be able to comment on author's intent using grammatical structure. Begin to make comparisons within and across text and between texts, relating to reoccurring themes.</p>

Y5	<ul style="list-style-type: none"> <li>I can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>I can vary voice for direct or indirect speech.</li> <li>I can apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</li> <li>I can rehearse age appropriate poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to read and discuss an increasingly wide range reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books</li> <li>I can summarise main points of an argument or discussion and make up their own mind about issue/s</li> <li>I can discuss and evaluate how authors use language, considering the impact on the reader including figurative language and clauses to add information to a sentence</li> <li>I can identify and discuss themes and conventions in and across a wide range of writing (e.g. why do you find it similar to another book?)</li> <li>I can predict what might happen from details stated or implied</li> <li>I can ask questions to improve their understanding</li> <li>I can justify inferences with evidence such as inferring characters' feelings, thoughts and motives from actions</li> <li>I can retrieve, record and present information from non-fiction creating a set of notes to summarise what has been read</li> </ul>
	<p>Articulate own opinions through debates. Consider a variety of viewpoints Reads for pleasure and can offer suggestions for books for others to read.</p>	<p>Demonstrates fluency, accuracy and the ability to self-correct independently across a range of genres. Read aloud with intonation that shows understanding Read 'unknown' technical vocabulary words across a variety of texts</p>	<p><b><u>Across a range of age appropriate texts, GDS pupils can:</u></b> Read a wide genre of books, showing understanding through inferences and justifying thoughts using evidence from the text. Identify more than one piece of evidence to infer. Make comparisons within and across a text and between texts and themes.</p>
Y6	<p>Intent: <b>By the end of Year 6</b>, children are fluent and confident readers who have developed a passion for reading. They are capable of tackling some demanding texts and have an increased understanding of a range of vocabulary. The children are able to locate and retrieve information using the strategies of skimming and scanning. Across a range of texts, the children can distinguish between fact and opinion. In discussion and through their written work, the children are able to make inferences and justify these with evidence from the text. They are able to make connections between books that they have read before and draw upon their wider experiences. The children can comment on the author's voice and discuss the effect the vocabulary and figurative language have on the reader.</p>		



	<ul style="list-style-type: none"> <li>I can articulate and justify answers, arguments and opinions</li> <li>I can participate in discussions, presentations and debates</li> <li>I can consider different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>I can read appropriate books with confidence and fluency (including whole novels)</li> <li>I can read aloud with intonation that shows understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can explain and discuss their understanding of what they have read</li> <li>I can draw inferences and justify these with evidence</li> <li>I can predict what might happen from details stated and implied</li> <li>I can distinguish between statements of fact and opinion</li> <li>I can retrieve information from non-fiction</li> <li>I can summarise main ideas, identifying key details and using quotations for illustration</li> <li>I can evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>I can make comparisons within and across books</li> <li>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
	<p>Consider different viewpoints but provide a counter argument using evidence from the text.</p> <p>Asking probing questions</p> <p>Reads for pleasure and can offer suggestions for books for others to read.</p> <p>Be able to summarise a text in their own words</p>	<p>Fluency and intonation with greater accuracy and speed on a cold read age appropriate text, to engage the listener</p> <p>Use their extensive vocabulary in context.</p> <p>Be able to read the book beyond age appropriate texts</p> <p>Increased ability to decipher an appropriate meaning of an unknown word</p> <p>Have stamina to persevere with a text</p>	<p><b>Across a range of age appropriate texts, GDS pupils can:</b></p> <p>Demonstrate understanding that they have read through inference, predictions and comparisons.</p> <p>Use evidence to justify their thoughts and opinions.</p> <p>Make connections within and across text and between text/themes</p> <p>Use inference from text and wider reading.</p>

### Impact

FS2

	% achieving GLD		
	2018	2019	2022
Abbey Lane	77.3%	81.8%	80.3%
National	71%	72%	

% of pupils achieving expected in Reading	
2018	78.4%
2019	83.3%
2022	83.3%

## Phonics screen

We continue to report consistently high phonic screen results for our Year 1 children.

% achieving expected standard or above			
	2018	2019	2022
Abbey Lane	81.6%	85.2%	87.6%
National	82%	82%	75%

### Key Stage 1

% achieving expected standard or above			
	2018	2019	2022
Abbey Lane	81.1%	80.9%	59.3%
National	75%	75%	67%

### Key Stage 2

% achieving expected standard or above			
	2018	2019	2022
Abbey Lane	78.8%	76.8%	85.4%
National	75%	78%	80%

## Pupil Voice

### Y4

#### 1. Do you like Reading?

Yes we love Reading at home and school. I read nearly every day.

#### 2. Are you a good reader? Why/Why not?

I like reading challenging books, I have good expression. I get to read lots of books each month.

Yes, because I know lots of tricky words and I moved up book bands.

#### 3. Where do you like to Read?

I like to read in a comfy spot at home. I really like to read in bed.

4. What types of books do you enjoy reading? Do you have a favourite author?

Graphic Novels, Diary of a wimpy kid Dogman story treehouse. I like reading non-fiction books about Geography around the world

5. Do you do Reading for Pleasure in school? If so, do you like it?

Once a week – Normally we sit in our guided reading places but sometimes we can move around. I really like it because you just get time to read.

6. What are VIPERS? How can they help you with your reading?

Both children knew what all of the VIPERS stood for. They knew that they helped identify which type of question to answer.

7. Does your teacher read aloud to you? Can you remember any books? Which is your favourite?

Yes, every day. My favourite was Icarus was Ridiculous.