**Stoke Hill Junior School Reading Progression Map**

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| Reading for pleasure | | | | |
| Intent | Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities  To build preferences in reading and to choose to read  To recognise authors and styles of reading that individuals enjoy  Engaging in book discussion in a range of contexts, alongside both adults and peers  Sharing and recommending a range of books | | | |
| Implementation | All reading contexts below contribute to developing reading for pleasure | | | |
| Curriculum Provision: | | | | |
|  | **Y3** | **Y4** | **Y5** | **Y6** |
| Reading aloud to children | | | | |
| Intent | Exposing children to texts beyond what they can read themselves  Developing an enjoyment for reading  Introducing children to a wider range of authors and contexts e.g. historical and cultural | Widening knowledge of texts and authors, including non-fiction and poetry  Sustaining stamina in listening and reading texts  Making connections within a book | Exposing children to challenging and archaic texts, e.g., language, themes  Making connections between books within similar genres | Exposing children to challenging and archaic texts, e.g., language, themes |
| Implementation | Daily exposure to quality books for a minimum of fifteen minutes. These books will be selected from our reading spine which will be updated every year to keep up to date with new books. | | | |
| Core texts | Core texts can be found on our reading spine: <https://drive.google.com/drive/folders/16xEyVtQCNiO6bE9iB6CV8FKb52CUCSAR?usp=sharing> | | | |

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| Independent reading and home/school reading | | | | |
| Intent | All children to be selecting appropriate books independently from the school library.  Increasing the length and complexity of texts being read | Reading age-appropriate books  Increasing stamina  Reading for sustained periods of time  Read short novels independently with understanding (by end of Y4) | Reading age-appropriate books, including whole novels | Widening the range and challenge of books they read, including texts from a wider literary heritage |
| Implementation | Children will choose books based on their AR range.  Children who cannot access the STAR test to read phonically decodable books chosen by an adult and should be a priority for being heard read in class. | Books selected based on AR range  Teachers monitor through AR reports  Opportunity to take home a book in addition to AR book | | |
| Guided reading/reading instruction | | | | |
| Intent | To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) | | | |
| Implementation | Whole class guided reading at least three 30-minute sessions a week  All children to take part in whole class guided reading. Children who struggle to read the texts will be exposed through listening and discussing the text. Children should regularly provide written responses to questions about the text.  This requirement for written responses should increase as children move through KS2. In year 6 they should be regularly practising answering 2- or 3-mark SATs style questions. | | | |

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| Core texts | Whole class guided reading plans can be found here: <https://drive.google.com/drive/folders/1qVzwVRGmHK6fbkIcTI9TZreqSF-INwEw?usp=sharing> |

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| Shared reading as part of teaching sequence | |
| Intent | Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently |
| Implementation | All English sequences should engage with a high quality text. This will include sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features.  No nonsense literacy plans include reading objectives and each unit begins with a focus on reading and talking about the text.  Units taken from Literacy Shed, Read, Write Perform, or other sources contain exemplar texts even when they are based on videos. These exemplar texts should be used for shared reading to ensure children are exposed to good models in these non-text based units. |

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| Core texts | Find our Menu of English units here: <https://sites.google.com/stokehill.school/englishcurriculum/writing-unit-menu> | |
| Core reading texts to support reading to learn across the curriculum | | |
| Intent | Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.  The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information. | |
| Implementation | Topic boxes ordered from Devon Library Service containing books related to foundation curriculum subjects.  When teaching children new vocabulary or knowledge, information can be shared both orally and in text for children to read.  Reading information which they have been taught should not only improve reading, but improve recall of recently learned knowledge. | |
| Core texts | Devon library service topic boxes. | |
| Assessment | | |
| Assessment Evidence in order to assess impact (Examples only) | STAR test assessments  AR quiz scores  PIRA tests  Observations of reading behaviour & talking to pupils  Whole Class Guided Reading work recorded in Journals  Phonics screening may be used for some children at the beginning of year 3 | STAR test assessments  AR quiz scores  SATs practice papers through the year.  SATs  Observations of reading behaviour & talking to pupils  Whole Class Guided Reading work recorded in Journals |
| Assessment Expectations (what assessment criteria are used? When? Moderation? | We expect children to be at/above benchmark on STAR tests. Children should complete a STAR test once a half term.  We are aiming for 95 or above Scaled score in PIRA tests. PIRA tests to be completed once a term.  Both STAR and PIRA give reading ages. These are not always consistent with each other but can be used to give a rough idea of where children are in relation to their actual age. | Standardised score of 100 in SATs is the target for all pupils.  Children will complete 6 SATs papers through the year which will allow us to track their progress. |