The Grove School Reading Progression

At The Grove we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children’s learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole federation approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success.

We aim for the children to:

● read easily, fluently and with good understanding  
● develop the habit of reading widely and often, for both pleasure and information  
● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading,   
● appreciate our rich and varied literary heritage  
● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences  
● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas  
● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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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: | | | | | | | | | | |
|  | **EYFS** | **Y1** | | **Y2** | | | **Y3/4** | | | **Y5/6** |
| **Reading aloud to children** | | | | | | | | | | |
| Intent | Building a bank of story and rhyme knowledge  Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading | Widening knowledge of texts and authors, including non-fiction and poetry  Sustaining stamina in listening and reading texts  Making connections within a book | | | | | Introducing children to a wider range of authors and contexts e.g. historical and cultural | | | Exposing children to challenging and archaic texts, e.g., language, themes, |
| Implementation | Daily exposure to quality up-to-date books for a minimum of ten minutes  Development of a reading spine to ensure progression of texts and that the same authors are not continually repeated. | | | | | | | | | |
| Core texts |  |  | | | | |  | | |  |
| Independent reading and home/school reading | | | | | | | | | | |
| Intent | Independently reading phonically decodable books matched to their phonic knowledge and skills | | | Reading age-appropriate books  Increasing stamina | | | Choosing appropriate texts  Reading for sustained periods of time  Increasing the length and complexity of texts being read  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 | Decodable books selected based on link to Letters and Sounds phases using Storytime phonics scheme.  Books selected by adult in class  2 reading Books changed once a week  1 book to take home to share for pleasure in addition to decodable text | | | Books selected based on the child’s reading age. Children have access to an online book and physical book each week. | | | | | | |
| **Guided reading/reading instruction** | | | | | | | | | | |
| Intent | To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) | | | | | | | | | |
| Implementation | Daily Storytime phonic sessions Additional individual reading to ensure independent application and to develop comprehension skills. Children have sessions of book talk on a regular basis. | Guided reading sessions: teacher working with pupils grouped by need rather than ability. Guided reading sessions occur in a block of time. As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) | | | | | | Guided reading sessions: teacher working with pupils grouped by need rather than ability. Guided reading sessions occur weekly.  As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of written recording of understanding through KS2 | | |
| Core texts |  | ReThink Reading scheme books for Y1/2 | | | | | ReThink Reading scheme books for Y3/4 | | | ReThink Reading scheme books for Y5/6 |
| **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 | First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning) | | | | | | | | | |
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| **Core reading texts to support reading to learn across the curriculum** | | | | | | | | | | |
| Intent | Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects | | Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum | | | 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 | Good quality texts for a range of themes are evident in the FS. | | Book boxes are created for different themes and subjects. We have used Books for Topics as recommendations. | | | | | | | |
| **Assessment** | | | | | | | | | | |
| Assessment Evidence in order to assess impact | EYFSP  Phonic assessments  Observations of reading behaviour and talking to pupils  Independent and home reading records | | Phonic Screening Check  Phonic assessments  Observations of reading behaviour and talking to pupils  Independent and home reading records  Running records to assess fluency and accuracy | | SATs  Phonics Screening Check retake  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Running records to assess fluency and accuracy | Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Verbal and written book reviews & recommendations  Written responses to reading activities | | | SATs  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Verbal and written book  reviews & recommendations  Written responses to reading activities | |