

A photograph of a teacher with dark hair sitting on the floor, surrounded by three young children in school uniforms. They are all looking at books. In the background, there are wooden bookshelves filled with colorful children's books. A decorative branch with white paper leaves is also visible.

Reading Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Power of Reading :

Books are at the heart of our curriculum. We use high-quality Power of Reading texts across a wide range of genres and themes, which form the foundation of our English units of study. A variety of carefully chosen quality texts are also used to complement our core concepts, helping to immerse children in a language-rich environment that fosters a love of reading and learning.

Inclusion and Intervention:

At Stelling Minnis, we believe all children should be given the tools and skills they need to become fluent, lifelong readers. Please see our Inclusive Reading Curriculum: Supporting Children with SEND document to learn more about how we ensure the reading opportunities we provide are inclusive and accessible for all children.

Reading for Pleasure:

We create inviting and engaging reading environments through exciting book corners, themed displays, and access to a wide range of high-quality texts. We value the role of parents and carers in supporting reading at home and encourage regular parental engagement in children's reading journeys. Throughout the year, we celebrate reading through special events and activities, including participation in World Book Day, book fairs, and reading competitions, helping to inspire enthusiasm and enjoyment in reading for all children.

Reading at Stelling Minnis



Early Reading and Phonics:

We follow the Little Wandle Letters and Sounds Revised programme to support early reading. This structured approach teaches children to read through a carefully sequenced progression of grapheme-phoneme correspondences (GPCs) and tricky words, moving from simple to more complex learning over time.

We aim for all children to become confident, fluent readers as quickly as possible, with targeted support provided where needed to ensure every child keeps pace with learning.

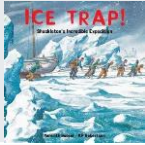
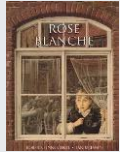
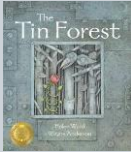
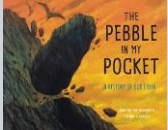
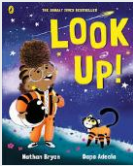
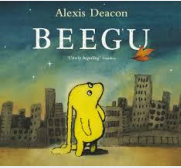
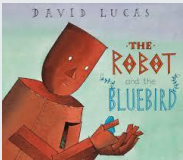
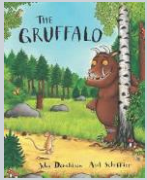
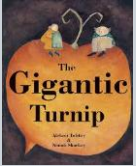
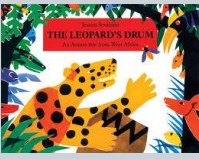
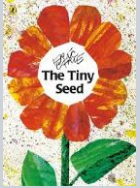
Complete Comprehension:

From Years 2–6, we teach explicit reading and comprehension skills through the Complete Comprehension scheme. Using a whole-class approach, children are taught key reading skills including vocabulary, prediction, inference, sequencing, retrieval, and understanding a text. This ensures clear progression in comprehension skills across the key stages.

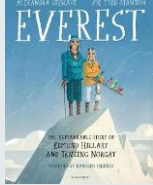
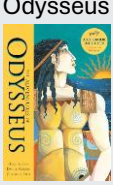
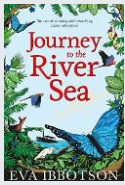
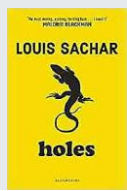
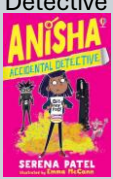
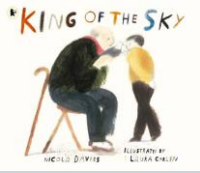
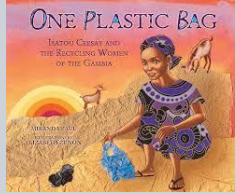
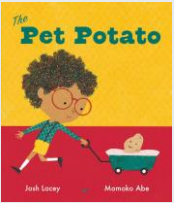
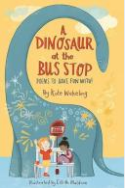
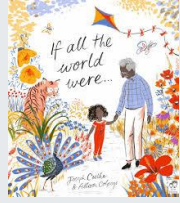
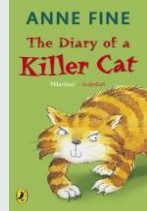
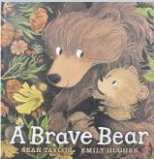
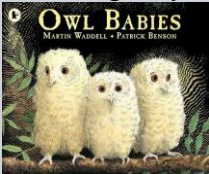
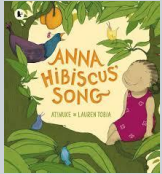
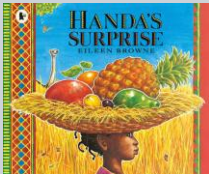
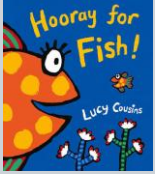
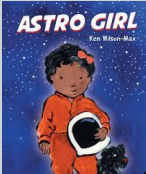
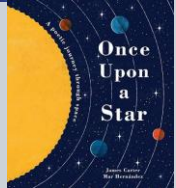
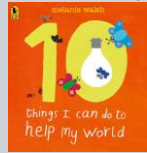
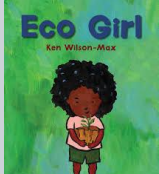
Book Progression:

Children progress from Little Wandle Letters and Sounds Revised phonics reading books onto our structured book-banding system from Years 2–6. Please see our Book Banding Progression document to learn more about how children are supported throughout their reading journey and how the bands are carefully organised to promote confidence, fluency, and progression in reading.

Reading Curriculum - Power of Reading - Core Class Text Overview Year A

	Autumn		Spring		Summer	
	Impact and Power		Perception and Empathy		Celebration and Change	
Year 5/6	War Horse 	Ice Trap 	Children of the Benin Kingdom 	Fairtrade First! 	Rose Blanche 	Final Year 
Year 3/4	Oliver and the Seawigs 	Marcy and the Riddle of the Sphinx 	The Tin Forest 	The King who banned the Dark 	Pebble in my Pocket 	Milo imagines the world 
Year 1/2	Look up! 	Winter Sleep: A Hibernation Story. 	Beegu. 	The Robot and the Bluebird. 	Traction Man is Here! 	The Bee Who Spoke 
EYFS	The Colour Monster  Eliot, Midnight Superhero  Supertato 	The Gruffalo  Stick Man 	The Gigantic Turnip  NO DINNER! 	The Leopard's Drum  Bloom 	Errol's Garden  The Tiny Seed  The Very Hungry Caterpillar 	Ruby's Worry  Lost and Found 

Reading Curriculum - Power of Reading - Core Class Text Overview Year B

	Autumn Responsibility and Risk		Spring Culture and Diversity		Summer Reflection and Legacy	
Year 5/6	Macbeth 	Everest 	The Adventures of Odysseus 	Journey to the River Sea 	Holes 	Floodland 
Year 3/4	The Three Billy Goats Gruff 	The Little Island 	Anisha Accidental Detective 	King of the Sky 	One Plastic Bag 	Varjak Paw 
Year 1/2	The Pet Potato 	The Secret Sky Garden 	Leaf 	A Dinosaur at the Bus Stop 	If all the world were... 	The Diary of a Killer Cat 
EYFS	We're going on a bear hunt The Everywhere Bear A Brave Bear   	Owl Babies The Bog Baby  	Anna Hibiscus' Song Handa's Surprise  	Happy in our Skin Hooray for Fish  	Astro Girl Once Upon a Star  	10 Things I can do to help my world. Eco Girl  

An inclusive Reading Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Reading, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
- Decodable & differentiated texts. Providing books matched to phonics level. - Use high-interest, low-reading-level books to maintain engagement. - Visual supports: word mats, sound mats, phoneme charts. - Use of i-pads. - Audiobooks alongside printed text. - Pre-teaching materials- vocabulary cards with images. - Simplified summaries of texts before whole-class reading. - Chunked texts. - Highlighted key sentences. - Wider spacing / dyslexia-friendly fonts. - Over-lays or coloured paper if appropriate.	- Oral rehearsal :echo reading, choral reading, paired reading - Repeated reading for fluency - Actions for phonemes - tracing letters/words in sand, air writing. - Visualisation in lessons - drawing scenes from texts. - Story mapping and sequencing cards - Use of props and drama - role play to explore characters and meaning. - Freeze frames for comprehension - Sound and rhythm- clapping syllables. - Using music or rhythm to support fluency and memory.	- Explicit instruction and precision- first teaching. - Model thinking aloud ("I predict this because..."). - Break down comprehension skills step-by-step. - Simplified language- short, clear instructions. - Check for understanding- frequent, low-stakes questioning. - Use of visual signals (thumbs up/down). - Introduce key vocabulary before lessons. - Reinforce learning after whole-class teaching. - Flexible questioning Scaffolded questions (who → what → why → how) - Sentence stems. - Celebrate small reading successes. - Build confidence and reduce anxiety.	- Formative, ongoing assessment. - Daily observations during reading. - Running records for decoding and fluency. - Alternative ways to show understanding- oral responses instead of written. - Drawing or sequencing instead of comprehension writing. - Chunked assessment tasks Assess one skill at a time (e.g. inference only). - Shorter tasks with breaks If appropriate. - Allow use of reading aids where appropriate. - Progress tracking- small-step targets (e.g. mastering specific graphemes). - Regular review of individual learning plans (e.g. EHCP targets). - Diagnostic assessment Identify specific barriers (phonological awareness, memory, processing speed). - Adjust teaching accordingly.

Progression in Reading:

EYFS and Year 1

Books	Phonics Phase	Expected Progression
Little Wandle Letters and Sounds Revised Books 	Phase 2 Little Wandle	EYFS Reading Practise books
	Phase 3 Little Wandle	EYFS Reading Practise books
	Phase 4 Little Wandle	EYFS and Year 1 Reading Practise books
	Phase 5 Little Wandle	Year 1 Reading Practise Books

Progression beyond Little Wandle Phase 5.

Complete Phase 5	Develop Reading Fluency	Independent Reading
Children complete Little Wandle Phase 5 and undertake the appropriate fluency assessment.	Children progress through Little Wandle Fluency Levels 1–15, according to assessment.	Children move to appropriately matched colour-banded or age-appropriate books.
Once children have securely completed Little Wandle Phase 5, assessment determines their next steps. Children may progress through Little Wandle Fluency Levels 1–15 to develop accuracy, automaticity, expression, comprehension and stamina. Children in Years 2–6 with gaps in their phonics knowledge continue with appropriately matched Little Wandle books or the Rapid Catch-up 7+ programme. Once children are fluent and secure, they move on to carefully selected books matched to their reading ability. The year groups shown are a broad guide only; individual progression is determined through ongoing assessment. Confident readers in Years 5 and 6 are encouraged to select appropriately challenging texts independently, developing a lifelong love of reading.		

Book Banding:

The year groups shown alongside the colour bands provide a broad guide. Children may work within a different band according to their individual fluency, understanding, stamina and reading needs.

Year 1 / Year 2	Turquoise
Year 2	Purple
Year 2	Gold
Year 2	White
Year 2	Lime
Year 3	Brown
Year 3 / Year 4	Grey
Year 4 / Year 5	Dark Blue
Year 5 / Year 6	Burgundy

Complete Comprehension:

Complete comprehension is a structured approach to teaching students how to fully understand and think critically about texts.

Teachers accomplish this by:

- Breaking comprehension into discrete reading skills.
- Explicitly teaching each individual skill.
- Practising skills within meaningful unit study texts.
- Gradually integrating skills into fluent, independent reading.



Year A	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6
Year 1 / 2	Inference Retrieval Retrieval Word meaning Inference Word meaning Inference Retrieval	Sequencing Inference Word meaning Prediction Inference Sequencing Word meaning	Retrieval Inference Word meaning Mixed skills Mixed skills Mixed skills
Year 3 / 4	Summarising Retrieval Relationship Inference Summarising Retrieval Word choice	Inference Retrieval Inference Comparison Word meaning Inference Word meaning	Word choice Retrieval Ord meaning Inference Inference Prediction Retrieval
Year 5 / 6	Retrieval Comparison Summarising Word meaning Inference Prediction Inference	Retrieval Word meaning Word choice Relationship Summarising Word meaning Inference	Retrieval Word meaning Retrieval Inference Retrieval Inference Inference