

Reading – Curriculum Overview

What we teach in Reading

At New Avenue, we teach reading through a "teaching through text" approach. Pupils experience a wide range of whole fiction and non-fiction texts that increase in complexity as they move through the phases.

Early reading and phonics are taught using the **Read Write Inc** programme in small groups or 1:1 sessions, depending on need. Pupils read decodable books matched to their phonics level to build accuracy and fluency.

Across all phases, we develop key comprehension skills using the **VIPERS** model (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising) in Phases 1–3, moving onto the **REVISE** model (Retrieval, Explanation, Vocabulary, Inference, Structure, Evaluation) in Phase 4 to prepare for GCSE English Language.

We aim to develop confident, fluent readers who can understand, question and enjoy what they read, supporting emotional intelligence, social understanding and academic success.

How we teach Reading

Reading is taught daily through structured lessons built around high-quality texts. The curriculum is mapped to expose pupils to a range of cultures, experiences and literary traditions.

Skills are explicitly taught and practised through discussion, guided reading tasks, independent work and real-world applications. Pupils are encouraged to debate, question, infer and evaluate as part of every reading lesson.

Phonics teaching is systematic and responsive. Pupils follow **Read Write Inc** until they can read fluently and with understanding.

Reading is reinforced across the curriculum through cross-subject reading activities, library use and reading for pleasure initiatives.

How we measure progress in Reading

Progress is assessed through:

- Daily formative assessment during lessons.
- Regular Rising Stars PIRA assessments in Foundation to Phase 3.
- Past papers and exam-style tasks in Phase 4.
- Teacher assessment against the Reading Domain Progression Framework.

For pupils following **Read Write Inc**, progress through the phonics stages is closely tracked.

We monitor pupils' ability to retrieve information, explain thinking, infer meaning and engage with increasingly complex texts.

Curriculum Overview for Reading

Phase	Focus	Key Texts/Topics
Foundation (Years 1–2)	Phonics (Read Write Inc), fluency, introduction to comprehension (VIPERS)	<i>Little Red Riding Hood, The Wolf's Story, Ruby's Worry, Beegu</i>
Phase 1 (Years 3–4)	Building stamina with longer texts, developing retrieval and inference skills (VIPERS)	<i>The Tin Forest, Rosie Revere Engineer, Africa, Amazing Africa, The BFG</i>
Phase 2 (Years 5–6)	Exploring extended texts and multiple genres, developing analysis skills (VIPERS)	<i>The Wonderling, Charlotte's Web, How to Train Your Dragon, Kensuke's Kingdom</i>
Phase 3 (Years 7–9)	Engaging with complex texts, developing critical thinking (VIPERS to REVISE)	<i>Wonder, Floodland, Miss Peregrine's Home for Peculiar Children, Romeo and Juliet</i>
Phase 4 (Years 10–11)	Preparing for GCSE English Language (REVISE), exam preparation	19th-century extracts, modern non-fiction, 20th-century fiction, journalism, exam practice

Reading Long-Term Plan

Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Phase (Years 1–2)	<i>Little Red Riding Hood</i>	<i>The Wolf's Story</i>	<i>The Green Ship</i>	<i>Lost and Found</i>	<i>Ruby's Worry</i>	<i>Colour Monster</i>
Phase 1 (Years 3–4)	<i>The Tin Forest</i>	<i>Rosie Revere Engineer</i>	<i>Lost Species</i>	<i>We Are Water Protectors</i>	<i>I Am the Seed That Grew the Tree</i>	<i>The Seed of Doubt</i>
Phase 2 (Years 5–6)	<i>The Man Who Walked Between Towers</i>	<i>Hidden Figures</i>	<i>The Wonderling</i>	<i>The Explorer</i>	<i>The Boy Who Made Everybody Laugh</i>	<i>The Skies Above My Eyes</i>
Phase 3 (Years 7–9)	<i>Wonder</i>	<i>Wild Boy</i>	<i>The Good Thieves</i>	<i>Evernight</i>	<i>Non-Fiction: Autobiographies</i>	<i>Macbeth</i>
Phase 4 (Years 10–11)	<i>Artemis Fowl</i>	19th Century Classics (excerpts)	Modern Non-Fiction (excerpts)	20th Century Fiction (excerpts)	Journalism (excerpts)	Exam Prep