

## Holy Family Catholic School

### English Progression Document

Using the Power of Reading (CLPE Framework)

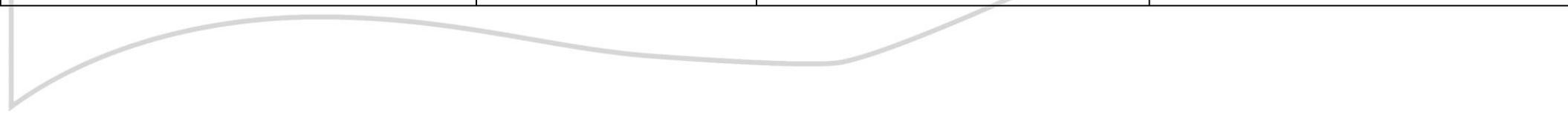
This document outlines the progression of English teaching and learning across year groups, based on the *Power of Reading* approach. The curriculum is designed to develop children's language, literacy, and love for reading while using high-quality texts and creative teaching strategies. Also included are some example reading fluency foci and strategies for each year group: the aim is to ensure that pupils can develop their reading fluency in a structured, engaging text-rich environment. Teachers will use a number of strategies to accomplish this.

#### Early Years Foundation Stage (Nursery)

Focus Areas:	Texts:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Enjoyment of stories, poems, and rhymes; recognition of letters and sounds (Phonics Phase 1-3); developing an understanding of story structures.</p> <p><b>Writing:</b> Emergent writing, mark-making, and letter formation. Beginning to write simple words and captions.</p> <p><b>Speaking and Listening:</b> Listening to stories and joining in with predictable phrases; developing vocabulary through play and story-based activities.</p>	<p><i>Owl Babies</i> by Martin Waddell</p> <p><i>I will not ever eat a tomato</i> by Lauren Child</p> <p><i>Topsy and Tim</i> by Gareth and Jean Adamson</p> <p><i>Stanley's Stick</i> by John Hegley</p> <p><i>Three Little Pigs</i></p> <p><i>Titch</i> by Pat Hutchins</p> <p><i>The Enormous Turnip</i></p> <p><i>Dear Zoo</i> by Rod Campbell</p> <p><i>Bear Hunt</i> by Michael Rosen</p> <p><i>Goldilocks and the Three Bears</i></p>	<p>Retelling stories using props and story maps.</p> <p>Recognizing key characters, settings, and events.</p> <p>Engaging in role-play inspired by stories.</p>	<p>Focus on Expression, Pace and Volume: Use rhymes, songs, and repetitive phrases from texts such as <i>We're Going on a Bear Hunt</i>. Encourage children to dramatise the sounds and rhythms of the story.</p> <p>Possible Activities: Choral reading of simple phrases. Acting out stories to connect spoken expression with meaning.</p>

## Early Years Foundation Stage (Reception)

Focus Areas:	Texts:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Enjoyment of stories, poems, and rhymes; recognition of letters and sounds (Phonics Phase 1-3); developing an understanding of story structures.</p> <p><b>Writing:</b> Emergent writing, mark-making, and letter formation. Beginning to write simple words and captions.</p> <p><b>Speaking and Listening:</b> Listening to stories and joining in with predictable phrases; developing vocabulary through play and story-based activities.</p>	<p><i>Beegu</i> by Alexis Deacon</p> <p><i>Martha Maps it Out</i> by Leigh Hodgkinson</p> <p><i>Handa's Surprise</i> by Eileen Browne</p> <p><i>Blue Penguin</i> by Petr Horacek</p> <p><i>The Gingerbread Man</i></p> <p><i>Hansel and Gretel</i></p> <p><i>Jack and the Beanstalk</i></p> <p><i>Chicks</i> by Sandra Horning</p> <p><i>Yucky Worms</i> by Vivian French</p> <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>Beside the Seaside: Seaside Holidays Then and Now</i> by Claire Hibbert</p>	<p>Retelling stories using props and story maps.</p> <p>Recognizing key characters, settings, and events.</p> <p>Engaging in role-play inspired by stories.</p>	<p>Focus on Expression and Volume: Use rhymes, songs, and repetitive phrases from texts such as <i>The Very Hungry Caterpillar</i>. Encourage children to dramatise the sounds and rhythms of the story.</p> <p>Possible Activities: Choral reading of simple phrases. Acting out stories to connect spoken expression with meaning.</p>



## How the KS1 National Curriculum is covered:

- Year 1 emphasises phonics, reading fluency, and early writing conventions, which align with the National Curriculum.
- Year 2 introduces a wider range of writing forms and focuses on developing comprehension and inference, as per the requirements.
- Role-play and hot-seating activities align with the spoken language objectives.

### KS1: Year 1

KS1 National Curriculum:	Focus Areas for Year 1:	Texts:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Develop phonics and word recognition skills. Read with fluency and understanding, including inference and prediction. Appreciate and discuss a variety of texts (fiction, nonfiction, and poetry).</p> <p><b>Writing</b> Form letters and compose sentences with punctuation. Write narratives, real-life recounts, and simple explanations. Begin to develop spelling, grammar, and punctuation skills.</p> <p><b>Spoken Language</b> Listen and respond to ideas in discussions. Use spoken language for role play and performances.</p>	<p><b>Reading:</b> Decoding skills (Phonics Phase 4-5); comprehension through questioning and discussion; exposure to fiction, nonfiction, and poetry.</p> <p><b>Writing:</b> Sentence structure (capital letters, full stops); use of conjunctions ('and'); writing short stories, instructions, and simple recounts.</p> <p><b>Speaking and Listening:</b> Participating in discussions, role-playing, and retelling stories. Presenting to the class, 'All About Me'.</p>	<p><i>I want my Hat Back</i> by Jon Klassen</p> <p><i>Stones and Bones</i> by Rob Wilshaw</p> <p><i>The Jolly Postman</i> by Allan Ahlberg</p> <p><i>How to Find Gold</i> by Viviane Schwarz</p> <p><i>The Dark</i> by Lemony Snicket</p>	<p>Writing simple narratives based on familiar stories.</p> <p>Exploring character feelings and motivations.</p> <p>Performing poetry and participating in class drama activities.</p> <p>Writing Outcomes: Report Writing Letter Writing Instructions Book Review Writing in role – diary entry Balanced Argument Description and narrative</p>	<p>Focus on Pace, Smoothness and Phrasing: Teach fluency through shared reading of selected class texts. Use sentence-by-sentence guided practice to ensure phrasing matches meaning.</p> <p>Possible activities: 'Follow My Lead' reading: teacher models, and pupils follow closely. Simple dialogue reading with partners to practice expressive fluency.</p>

## KS1: Year 2

KS1 National Curriculum:	Focus Areas for Year 2:	Texts:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Develop phonics and word recognition skills. Read with fluency and understanding, including inference and prediction. Appreciate and discuss a variety of texts (fiction, nonfiction, and poetry).</p> <p><b>Writing</b> Form letters and compose sentences with punctuation. Write narratives, real-life recounts, and simple explanations. Begin to develop spelling, grammar, and punctuation skills.</p> <p><b>Spoken Language</b> Listen and respond to ideas in discussions. Use spoken language for role play and performances.</p>	<p><b>Reading:</b> Building fluency and comprehension skills; identifying themes and main ideas; introduction to inference and prediction.</p> <p><b>Writing:</b> Expanded sentence structure (use of adjectives, adverbs); writing for a range of purposes (letters, diary entries, reports).</p> <p><b>Speaking and Listening:</b> Group discussions, expressing opinions about texts, and performing in role.</p>	<p><i>Man on the Moon</i> by Simon Bartram</p> <p><i>The Magic Paintbrush</i> by Julia Donaldson</p> <p><i>The Princess and the White Bear King</i> by Tanya Robyn Batt</p> <p><i>The Lonely Beast</i> by Chris Judge</p>	<p>Developing descriptive writing using expanded noun phrases.</p> <p>Exploring different perspectives through diary entries and character letters.</p> <p>Deepening comprehension through drama and hot-seating activities.</p> <p>Writing Outcomes: Postcard Instructions List poem Persuasive poster Book review Story retelling Character description Prediction Diary entry Recount Persuasive Letter Invitation Recipe Non-chronological report Riddles</p>	<p>Focus on Pace, Smoothness and Phrasing: Introduce slightly more complex texts, such as <i>The Lonely Beast</i>, to challenge pacing. Use chunked texts to practice phrasing.</p> <p>Possible activities: Fluency checklists for peer or self-assessment (e.g., 'Did I pause at commas?').</p>

## How the LKS2 National Curriculum is covered:

- Year 3 and 4 texts and activities emphasise inference, comparison, and text analysis, meeting the curriculum's reading objectives.
- Writing tasks such as character profiles, descriptive narratives, and persuasive texts align with writing objectives.
- Drama, debates, and presentations address spoken language requirements.

### LKS2: Year 3

LKS2 National Curriculum:	Focus Areas for Year 3:	Texts Examples:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Develop fluency, comprehension, and vocabulary. Identify themes, make comparisons, and analyse language choices.</p> <p><b>Writing</b> Organize ideas into paragraphs. Use descriptive techniques and varied sentence structures. Plan, draft, and edit writing for different purposes.</p> <p><b>Spoken Language</b> Perform poetry and plays, participate in discussions and debates.</p>	<p><b>Reading:</b> Exploring a wider range of genres; analysing language, structure, and themes; improving inference skills.</p> <p><b>Writing:</b> Writing in paragraphs; using dialogue to develop characters; experimenting with different narrative styles.</p> <p><b>Speaking and Listening:</b> Performing poetry; participating in debates and collaborative storytelling.</p>	<p><i>The Pebble in my Pocket</i> by Meredith Hooper</p> <p><i>Mouse, Bird, Snake, Wolf</i> by David Almond</p> <p><i>The Iron Man</i> by Ted Hughes</p> <p><i>A Midsummer Night's Dream</i> by William Shakespeare</p> <p><i>Quest</i> by Aaron Becker</p> <p><i>Jelly Boots, Smelly Boots</i> by Michael Rosen</p>	<p>Writing character profiles and imaginative narratives.</p> <p>Using figurative language, including similes and metaphors.</p> <p>Exploring themes and moral lessons in texts.</p> <p>Writing Outcomes: Descriptive setting Diary entry Persuasive text Persuasive letter Descriptive narrative Poetry News report Book review Explanation text: Bees Advisory note Predictions Information Writing</p>	<p>Focus on Volume, Pace and Smoothness: Use engaging texts such as the opening to <i>The Iron Man</i> to model how tone reflects narrative tension.</p> <p>Possible activities: Performance reading of dialogue-heavy scenes. 'Chunking' of texts to support pausing and intonation.</p>

## LKS2: Year 4

LKS2 National Curriculum:	Focus Areas for Year 4:	Texts Examples:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Exploring rich and challenging texts; comparing themes across texts; developing critical reading skills.</p> <p><b>Writing:</b> Developing cohesion in writing; using a range of sentence structures; writing persuasive and explanatory texts.</p> <p><b>Speaking and Listening:</b> Performing play scripts; discussing and presenting ideas to an audience.</p>	<p><b>Reading:</b> Exploring rich and challenging texts; comparing themes across texts; developing critical reading skills.</p> <p><b>Writing:</b> Developing cohesion in writing; using a range of sentence structures; writing persuasive and explanatory texts.</p> <p><b>Speaking and Listening:</b> Performing play scripts; discussing and presenting ideas to an audience.</p>	<p><i>The Tin Forest</i> by Helen Ward</p> <p><i>Snow White</i> by The Brothers Grimm</p> <p><i>Little Bit of Food</i> by Joseph Coelho</p> <p><i>The Moon Man</i> by Tomi Ungerer</p> <p><i>Arthur and the Golden Rope</i> by Joe Todd-Stanton</p> <p><i>The Boy at the Back of the Class</i> by Anjali Q. Raúf</p>	<p>Writing with a clear audience and purpose.</p> <p>Exploring character development and conflict in narratives.</p> <p>Conducting book studies to understand cultural and historical contexts.</p> <p>Writing Outcomes: Diary entry First-person narrative Third-person narrative Persuasive text Poetry Newspaper report Recount Non-chronological report</p>	<p>Focus on Volume, Pace, Smoothness and Phrasing: Use dramatic texts, such as <i>The Tin Forest</i>, to teach pupils how volume and pace build atmosphere and tension.</p> <p>Possible activities: Reader's theatre: Assign roles to pupils, focusing on dynamic delivery. Fluency practice with emotionally varied excerpts.</p>

### How the UKS2 National Curriculum is covered:

- Year 5 and 6 texts encourage deep analysis of themes, symbolism, and perspectives, meeting the reading criteria.
- Extended narratives, persuasive writing, and balanced arguments reflect the curriculum's writing objectives.
- Formal presentations and debates develop confidence and audience awareness in spoken language.

### UKS2: Year 5

UKS2 National Curriculum:	Focus Areas for Year 5:	Texts Examples:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Exploring rich and challenging texts; comparing themes across texts; developing critical reading skills.</p> <p><b>Writing:</b> Developing cohesion in writing; using a range of sentence structures; writing persuasive and explanatory texts.</p> <p><b>Speaking and Listening:</b> Performing play scripts; discussing and presenting ideas to an audience.</p>	<p><b>Reading:</b> Analysing authorial intent; identifying narrative techniques; understanding complex themes.</p> <p><b>Writing:</b> Writing longer texts with sophisticated vocabulary; creating balanced arguments and formal reports.</p> <p><b>Speaking and Listening:</b> Participating in debates and role-plays to explore viewpoints.</p>	<p><i>Wolf Brother</i> by Michelle Paver</p> <p><i>Cosmic</i> by Frank Cottrell-Boyce</p> <p><i>Anglo-Saxon Boy</i> by Tony Bradman</p> <p><i>The Highwayman</i> by Alfred Noyes</p> <p><i>Way Home</i> by Libby Hathorn</p>	<p>Writing poetry inspired by classic literature.</p> <p>Exploring historical and social issues through fiction.</p> <p>Using evidence from texts to support opinions.</p> <p>Writing Outcomes: Poetry Writing in role – recount Writing in role - letter Character description Informal email Setting description Balanced argument Newspaper report Short story Play script</p>	<p>Focus on Pace, Volume, Smoothness and Phrasing: Use complex texts such as <i>The Highwayman</i> to explore rhythm and phrasing in poetry. Teach how expression enhances the mood.</p> <p>Possible Activities: Poetry recital: Break the text into sections for pupils to practice fluency. Exploring author's intent and mimicking the phrasing in creative responses.</p>

## UKS2: Year 6

UKS2 National Curriculum:	Focus Areas for Year 6:	Texts Examples:	Key Learning Outcomes:	Embedding Fluency:
<p><b>Reading:</b> Exploring rich and challenging texts; comparing themes across texts; developing critical reading skills.</p> <p><b>Writing:</b> Developing cohesion in writing; using a range of sentence structures; writing persuasive and explanatory texts.</p> <p><b>Speaking and Listening:</b> Performing play scripts; discussing and presenting ideas to an audience.</p>	<p><b>Reading:</b> Critical analysis of texts; exploring symbolism and multiple perspectives; preparing for SATs comprehension questions.</p> <p><b>Writing:</b> Crafting extended narratives; using advanced literary techniques; writing persuasive speeches and articles.</p> <p><b>Speaking and Listening:</b> Delivering formal presentations; adapting speech for different audiences.</p>	<p><i>Goodnight Mister Tom</i> by Michelle Magorian</p> <p><i>The Journey</i> by Francesca Sanna</p> <p><i>Shackleton's Journey</i> by William Grill</p> <p><i>Caribbean Tales</i> by Trish Cooke</p>	<p>Creating multi-genre writing inspired by core texts.</p> <p>Developing mature arguments with structured reasoning.</p> <p>Evaluating texts with a critical perspective.</p> <p>Writing Outcomes: Poetry Persuasive letter Narrative – advancing the action, third person Diary entry First-person narrative Emotive letter Speeches Newspaper report Playscript Narrative – Folk Tales</p>	<p>Focus on Smoothness and Expression in Complex Texts: Use <i>Goodnight Mister Tom</i> to explore advanced fluency. Emphasise how fluency impacts comprehension.</p> <p>Possible Activities: Paired fluency critiques: Pupils evaluate and provide feedback on each other's phrasing and expression. Timed repeated readings of a text to achieve fluency improvement.</p>

### Summary

The *Power of Reading* ensures progression in English skills by fostering a deep engagement with literature. Each year builds on prior knowledge, preparing students for academic success and nurturing a lifelong love for reading and storytelling. By embedding the reading fluency strategies into the progression document, pupils can develop their fluency in a structured, engaging, and text-rich environment, meeting the objectives of both the Power of Reading and the English National Curriculum.

## **Developing Reading Fluency:**

Fluency involves the ability to read texts with speed, accuracy, and proper expression. Specific elements will be addressed in a variety of ways, including, the following:

### Expression and Volume:

- Teach children to adjust their tone and volume to convey emotion and character.
- Use texts with dialogue and encourage children to 'perform' the characters.
- Model expressive reading during story time, emphasising how punctuation such as exclamation marks, question marks, and ellipses affect tone.

### Phrasing:

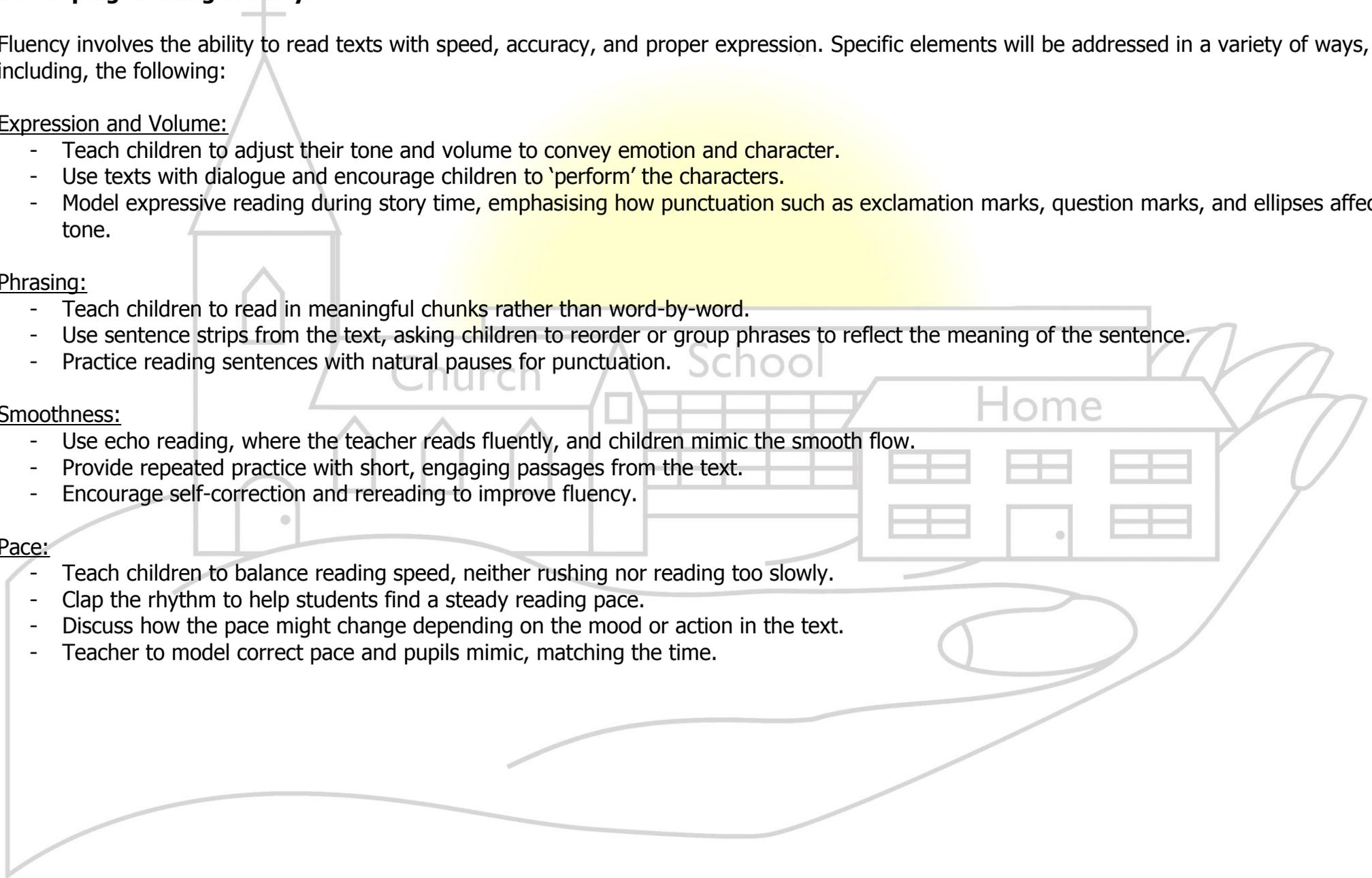
- Teach children to read in meaningful chunks rather than word-by-word.
- Use sentence strips from the text, asking children to reorder or group phrases to reflect the meaning of the sentence.
- Practice reading sentences with natural pauses for punctuation.

### Smoothness:

- Use echo reading, where the teacher reads fluently, and children mimic the smooth flow.
- Provide repeated practice with short, engaging passages from the text.
- Encourage self-correction and rereading to improve fluency.

### Pace:

- Teach children to balance reading speed, neither rushing nor reading too slowly.
- Clap the rhythm to help students find a steady reading pace.
- Discuss how the pace might change depending on the mood or action in the text.
- Teacher to model correct pace and pupils mimic, matching the time.



Here are some of the strategies that teachers may use in order to teach reading fluency:

**Adult as model:**

The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.

**Echo reading:**

Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.

**Text allocation:**

Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.

**Repeated choral reading:**

In their groups, children read their section aloud, echoing the initial reading by the adult.

**Close reading:**

In their pairs, children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.

**Text marking:**

Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.

**Practice:**

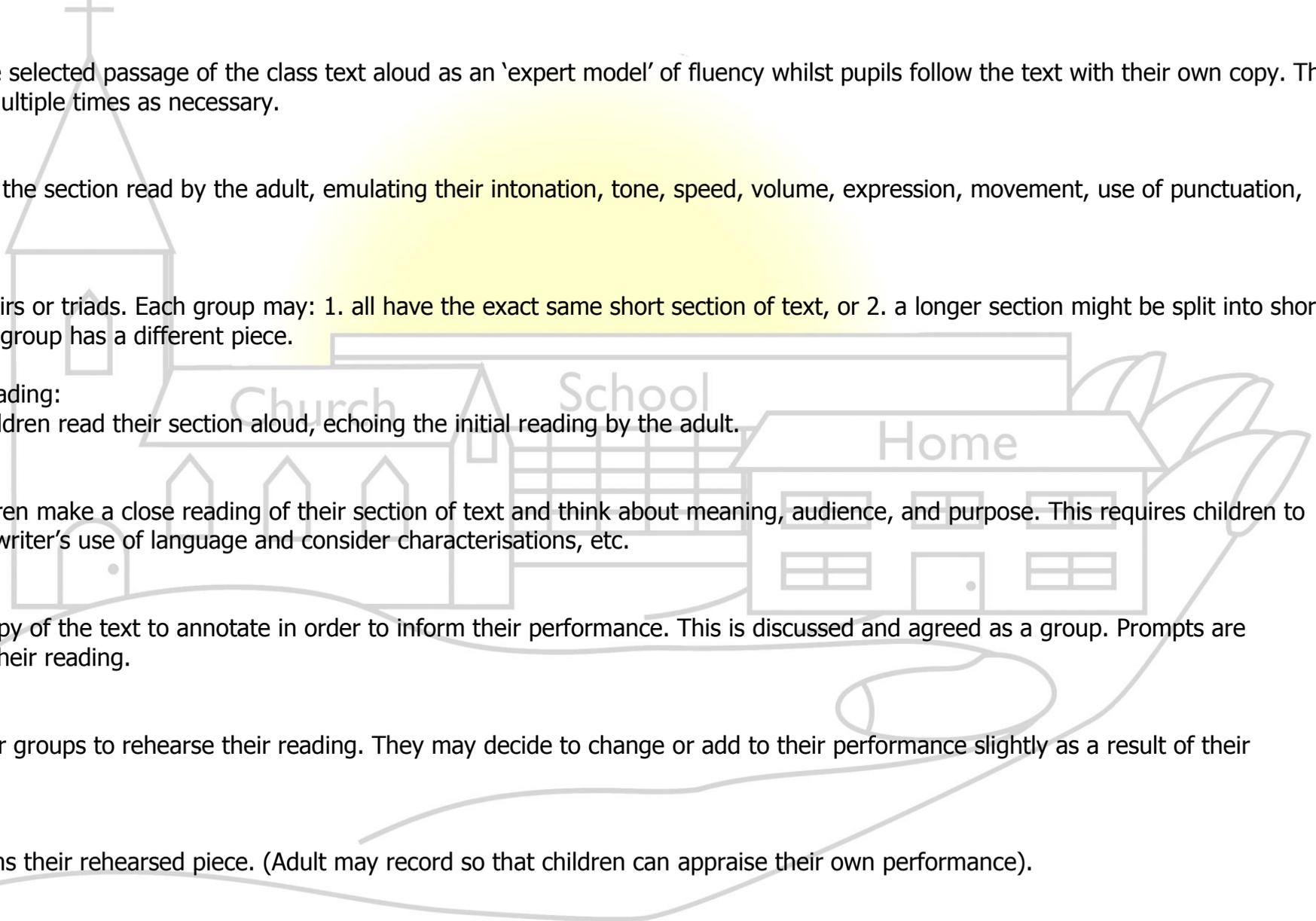
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.

**Perform:**

Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).

**Reflect:**

Children evaluate their own and/or others' performances and give feedback against agreed criteria.



## **Rationale behind Disciplinary Reading**

At Holy Family, we have been developing our approach to reading across the curriculum. We identified that our reading curriculum was fiction-heavy and, as enjoyable as that could be, was not developing our children in all reading skills. Disciplinary reading refers to the practice of teaching children how to read and understand texts specific to different academic disciplines, as well as literature. While at first glance, reading may seem like a general skill, each discipline requires a unique approach to comprehension, vocabulary, and critical thinking.

### **1. Building Domain-Specific Literacy Skills**

- Rationale: Texts from different subjects have unique features, vocabulary, and structures. For example, a geography text may include technical terms and diagrams while a history text might emphasise chronology and perspective.
- Impact: By exposing students to a variety of text types early on, they learn to approach texts with the appropriate mind-set, which strengthens their ability to navigate and understand complex material as they progress through school.

### **2. Enhancing Vocabulary and Conceptual Understanding**

- Rationale: Different disciplines use specialised vocabulary. For instance, 'force' has a specific meaning in science, distinct from its everyday use. Learning how to decode and understand discipline-specific words builds pupils' academic vocabulary.
- Impact: Early exposure to technical terms helps students recognise and retain key concepts. As they progress through school, they can tackle more challenging texts without being overwhelmed by unfamiliar words.

### **3. Improving Comprehension Strategies**

- Rationale: General comprehension strategies (such as predicting or summarising) may not be sufficient for all types of texts. Disciplinary reading teaches students to adopt specific strategies, such as analysing graphs in science or understanding primary sources in history.
- Impact: These skills prepare pupils for the specific demands of secondary education, where subject content becomes more specialised and challenging.

### **4. Addressing Equity and Reducing Learning Gaps**

- Rationale: Some pupils may not have access to the same background knowledge as their peers. Disciplinary reading ensures that all pupils have a chance to build foundational knowledge across all academic areas.
- Impact: Providing equitable access to disciplinary knowledge ensures that all pupils have the opportunity to succeed, regardless of their background. This helps reduce the 'knowledge gap' often seen among pupils from different socioeconomic contexts.

### **5. Preparing Pupils for Future Academic Demands**

- Rationale: As pupils progress through their education, reading demands shift from 'learning to read' to 'reading to learn'. Pupils need to be prepared for content-heavy subjects in secondary school, where discipline-specific comprehension becomes essential.
- Impact: Pupils who are well-versed in reading across disciplines are better prepared for academic rigor in later years.

<u>Year Group</u>	<u>Art</u>	<u>DT</u>	<u>Geography</u>	<u>History</u>	<u>Science</u>
Year 1	The Stieff Company		Physical England Physical Northern Ireland Physical Scotland Physical Wales	How Easy is it to be Queen? Was Elizabeth in line to become Queen?	George Mottershead
Year 2	Magdalene Odundo	Wheel and axle mechanism	Continents and Oceans Farm to Fork Hot and Cold Climates Land Use Marvellous Maps Mountains China Tourist Attractions in China The Impact of Tourism in China	Astronauts from Around the World Meet Matthew Henson Missing in Action – Amelia Earhart Come Back to the Great City of London Life in 1666 The Diary of Samuel Pepys The Features of a Medieval Castle	Jane Colden
Year 3		The History of Package Design	Hard & Soft Engineering Measuring and Predicting Earthquakes The Holderness Coast and Hollbeck Hall Types of Volcanoes	Henry Tudor Battle of Bosworth The Six Wives of Henry VIII Elizabeth I Ancient Egyptian Gods and Goddesses	Marie Curie
Year 4	Saul Bass	The History of Electricity	All About Rainforests The Rainforest Climate Plants of the Tropical Rainforest Rainforest Tribes This is our Land, Believe You Me	Comparing Italy and the UK How Settlements Shaped Rome Cache of Roman Letters The Roman Invasion The Roman Invasion A Letter from a Roman Soldier How did the Roman Invasion Affect the People? Queen Victoria The Impact of the Industrial Revolution Victorian Inventions Florence Nightingale The Homes of Queen Victoria Crime and Punishment	Thomas Edison

Year 5	Renzo Piano	The Greatest Pizzaiolo	<p>Where is Brazil?</p> <p>How much has immigration and exploration affected Brazil?</p> <p>How different are Brazil's and England's economic activity?</p> <p>What is Rio de Janeiro like?</p> <p>What are the causes and effects of the expansion of Manaus over the years?</p>	<p>What is the difference between the Old Stone Age and the New Stone Age?</p> <p>Religious Burial Sites</p> <p>The Bronze Age</p> <p>Why were clay pots so important to early civilisations?</p> <p>Bronze Age Religious Beliefs</p> <p>Bronze Age Transportation</p> <p>Iron Age Culture</p> <p>How did the Romans leaving affect Britain at that time?</p> <p>What made the Vikings such successful raiders?</p> <p>The Lindisfarne Raid</p> <p>The Roles of Men and Women During the Viking Period.</p> <p>Did Alfred deserve the title of Alfred the Great?</p> <p>How have Viking attitudes towards law and justice influenced us today?</p>	Eva Crane
Year 6	Vivienne Westwood	Mulberry	<p>Processes in the River</p> <p>Rivers of the World: Volga, Thames and Amazon</p> <p>Mountains</p> <p>Mount Everest</p>	<p>What caused the outbreak of World War 2?</p> <p>How and why was mass evacuation of towns and cities implemented in Britain during WWII and what was the social impact?</p> <p>Rationing in Britain in World War 2</p> <p>The Blitz</p> <p>How did the role of women change culturally in World War 2?</p> <p>The Civilisation of the Ancient Maya</p> <p>Beliefs of the Maya</p> <p>Maya Writing and Codices</p> <p>The Social Structure of the Maya Empire</p> <p>Life and society in Anglo-Saxon England</p> <p>What caused the decline of the Maya?</p>	Marie Maynard Daly