



Small Schools Partnership

Reading

Curriculum Map Document

Contents

1. Statement of Intent
2. Subject Overview
3. Whole School Long Term Plans
4. Progression of Skills
5. Assessment



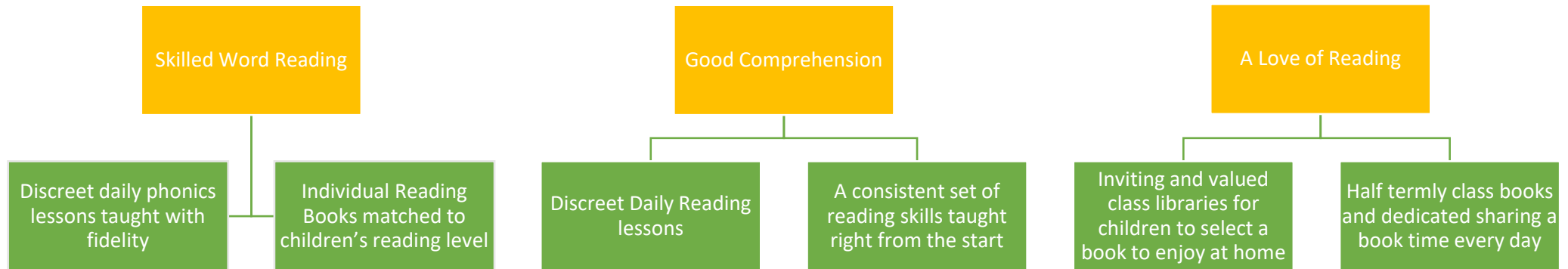
Birdsedge



BEST

1. Statement of Intent

Learning to read begins right from the start in our schools with our comprehensive phonics programme 'Sounds-Write' at Birdledge and 'Little Wandle' at Grange Moor. However, we do not see phonics and fluency as a stand-alone area of the curriculum for teaching children to read – we provide and value, equally, the three areas below to develop competent readers.



Our shared reading curriculum is built around a sequence of high-quality, age-appropriate texts, using Literacy Counts' **Ready Steady Read Together** units of learning. This resource provides dynamic and inclusive lessons that integrate metacognitive strategies and feature diverse literature from exceptional authors. It aims to inspire children and families to develop a lifelong love of reading for pleasure, knowledge and information. The intent is that all pupils, from year 2 to year 6, regardless of their needs, abilities or background, have opportunities to meet, and where possible exceed, the National Curriculum expectations for reading comprehension. **Ready Steady Read Together** gives every pupil access to high-quality texts, enabling them to experience literature that develops fluency, vocabulary and understanding. Through teacher modelling of expression, pace, intonation and prosody, children learn how skilled readers bring meaning to a text and how these features support comprehension. Shared reading also creates opportunities for discussion, questioning, drama and exploration of language, which deepen comprehension whilst enhancing oracy skills. Crucially, it ensures that every child, regardless of their decoding ability, can engage with ambitious texts and develop the habit of reading widely and often for both pleasure and learning.

2. Reading Comprehension in our Schools - an Overview



Ready Steady Read Together units are built around engaging, vocabulary-rich texts and provide a wealth of opportunities for reading, discussion and metacognition. Each unit follows a clear sequence of learning episodes, supports vocabulary development in context and includes structured opportunities for retrieval, fluency and strategy modelling and discussion. Gamification elements and interactive low-stakes quizzes link directly to the KS1 (Year 2) and KS2 (Years 3–6) reading content domains, reinforcing understanding while ensuring progression through the National Curriculum. Progression is actively embedded within teaching to build comprehension skills, word reading, understanding of terminology and knowledge of the content domains step by step, ensuring consistency and clarity across the year groups.

Ready Steady Read Together is implemented consistently and progressively across school. We make sure all staff have received specific **Ready Steady Read Together** training and the principles of successful implementation are applied consistently across the school. Senior leaders draw on the leadership materials to monitor, review and evaluate strengths and identify next steps. Timetables are reviewed regularly to ensure the effective deployment of support staff. The school ensures the environment supports shared reading, provides scaffolding for all children to succeed and fosters a positive reading culture. Five explicit **Ready Steady Read Together** lessons are delivered each week, adjusted for the needs of cohorts but ensuring fidelity to the key principles are maintained.

Each class has specific **Ready Steady Read Together** vehicle texts with suggested supplementary books to support the themes and encourage reading for pleasure. Lesson plans, resources and leadership guidance are provided through the online membership homepage. Teaching is supported with structured questions and answers that enable teachers to model, scaffold and extend pupils' understanding so that all children can access and engage with texts effectively. The shared reading curriculum is mapped through the *Progression Overview* documents and units include all resources required to deliver dynamic and inclusive lessons.

Ready Steady Read Together is aspirational for every child. It ensures that all pupils, including those with barriers such as dyslexia who may struggle with fluency and independent reading, are given opportunities to develop their comprehension of challenging texts with scaffolded support. Children who face language barriers, such as those with English as an additional language, benefit from accurate English modelling, peer collaboration, dual coding, scaffolded speaking and listening activities and the use of technology to aid comprehension. For pupils with special educational needs, the programme provides guidance and advice through suggested intervention, scaffolds and breakdown strategies.

3. Whole School Long Term Plan



Grange Moor Reading Cycle A 2026-2027 – Ready Steady Read Units:

Grange Moor Reading Cycle A 2026-2027 – Ready Steady Read Units:																		
	Class 1: Year 2						Class 2:Year 3 and year 4						Class 3: Year 5 and year 6					
Reception and Year 1 follow the Little Wandle Scheme. This will include Year 2 if necessary, following formative and summative assessments.																		
	Fiction		Non-Fiction		Poetry		Fiction		Non-Fiction		Poetry		Fiction		Non-Fiction		Poetry	
Autumn 1																		
Autumn 2																		
Spring 1																		
Spring 2																		
Summer 1																		
Summer 2																		



Birdsedge Reading Cycle A 2026-2027 – Ready Steady Read Units:

	Class 1:	Class 2:Year 2 and year 3	Class 3: Year 4 and year 5
Reception and Year 1 follow the Sounds Write Phonics Scheme. This will include Year 2 if necessary, following formative and summative assessments.			
	Magic of Stories units	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
Autumn 1	Traditional Tale: Goldilocks	Poetry Time: Cake-o-saurus Non-Fiction: All About Families	     
	Talk Through Stories: The Gruffalos Child Dogger		
Autumn 2	Traditional Tale: The Ugly Duckling	Poetry Time: Zanzibar Non-Fiction: All Kinds of Beliefs	     
	Talk Through Stories: The Highway Rat The Christmas Book		
Spring 1	Traditional Tale: Jack and the Beanstalk	Poetry Time: Where Am I ? Non-Fiction: Seasons come Seasons Go First Facts Seasons	     
	Talk Through Stories: Cotton Wool Colin Mog the Forgetful Cat		
Spring 2	Traditional Tale: Little Red Riding Hood	Poetry Time: The Tiger Non-Fiction: Your Fantastic Elastic Brain	     
	Talk Through Stories: Elmer Gecko's Echo		
Summer 1	Traditional Tale: The King Who Wanted to Touch the Moon	Poetry Time: Oh, Oh the Story Man Non-Fiction: Ready Steady Grow – Chickens Aren't the Only Ones	     
	Talk Through Stories: The Enormous Turnip Billy and the Dragon		
Summer 2	Traditional Tale: Little Bear	Poetry Time: The Monster Under Your Bed Non-Fiction: Around Me the World	     
	Talk Through Stories: Tiddler Handa's Hen		

Reading Spine- 2026-27

In addition to the rich and comprehensive list of texts used to deliver our discreet reading comprehension lessons, we also use a Reading Spine during our love of reading sessions. Regular dedicated time for a class book to be shared and enjoyed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Little Wandle Reading Comprehension	Little Wandle Reading Comprehension	Little Wandle Reading Comprehension	Little Wandle Reading Comprehension	Little Wandle Reading Comprehension	Little Wandle Reading Comprehension
Class 1 Love of reading Texts	Diversity theme The Colour Monster	Bini's Divali Diversity theme	A handful of buttons Diversity theme	How to Be a Lion Diversity theme	Freddie and the fairy Diversity theme	Blue Penguin Diversity theme
	➤ Paper Dolls ➤ The Day the Crayons Quit	➤ Beegu ➤ Super Duper You	➤ Wild ➤ The Night Gardener	➤ Where the Wild Things Are ➤ Lila and the Rain	➤ Astro Girl ➤ Juniper Juniper	➤ On Sudden Hill ➤ Grandad's Islan
Class 2 Love of reading Texts	Look Up Diversity theme		The Proudest Blue Diversity theme		Coming to England Diversity theme	
	➤ James and the Giant Peach by Roald Dahl ➤ A whale of a time by Matt Hunt		➤ The Abominables by Eva Ibbotson ➤ The funny life of football by James Campbell		➤ Varjak Paw by S F Said ➤ Classic poems by Miles Kelly	
Class 3 Love of Reading Texts	El Deafo Diversity theme		A Kind of Spark – Elle McNicol Diversity theme		Fantastically Great Women Who Changed the World Diversity theme	
	➤ Boy by Roald Dahl / Holes by Louis Sachar ➤ Can You Get Rainbows in Space? By Dr Sheila Kanani		➤ Warhorse by Michael Morpurgo ➤ Poems from the Second World War by Gaby Morgan		➤ Skellig by David Almond ➤ A Poem for Every Summer Day by Allie Esiri	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Sounds Write	Sounds Write	Sounds Write	Sounds Write	Sounds Write	Sounds Write
Class 1 Love of reading Texts	Freddie and the fairy Diversity theme	Bini's Divali Diversity theme	A handful of buttons Diversity theme	And Tango Makes Three Diversity theme	What Happened To You? Diversity theme	Hair Love Diversity theme
	➤ The hare who wouldn't share by Steve Small ➤ The Gruffalo by Julia Donaldson	➤ The search for the giant arctic jellyfish by Chloe Savage ➤ A dark, Dark Tale by Ruth Brown	➤ Cinnamon By Niel Gaiman ➤ Owl Babies by Martin Waddell and Patrick Benson	➤ The bad-tempered Ladybird by Eric Carle ➤ You Choose by Nick Sharratt	➤ Hair Maclary from Donaldson's Dairy by Lynley Dodd ➤ The tiger who came to Tea by Judith Kerr	➤ The Smile Shop by Satoshi Kitamura ➤ Outside in by Deborah Underwood and Cindy Derby
Class 2 Love of reading Texts	Look Up Diversity theme	Pumpkin Soup	The Proudest Blue Diversity theme	Meerkat Mail	Coming to England Diversity theme	Tuesday
	➤ The Owl who was afraid of the Dark by Jill Tomlinson ➤ Fantastic Mr Fox by Roald Dahl		➤ The Sheep Pig by Dick King Smith ➤ The Battle of Bubble and Squeak by Phillipa Pearce		➤ The Lion, the Witch and The Wardrobe by C.S.Lewis ➤ The Best Ever Book of Funny Poems by Brian Moses	
Class 3	El Deafo Diversity theme		A Kind of Spark – Elle McNicol Diversity theme		Fantastically Great Women Who Changed the World Diversity theme	

<i>Love of Reading Texts</i>	➤ The Land of Roar by Jenny McClachlan/ Kensuke's kingdom by Michael Morpurgo ➤ How to Spaghetlify Your Dog by Hiba Noor Khan	➤ Beowolf – Michael Morpurgo/ Room 13 by Robert Swindells ➤ Gargling with Jelly by Brian Patten	➤ Darwin's Dragons by Lindsay Goodhart ➤ The Boy at the Back of the Class by Onjali Q. Rauf
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Progression of Skills

The shared reading curriculum is mapped through the *Progression Overview* documents and units including the *Ready, Steady, Read Together* Scheme. Resources used are built progressively and ensure teachers deliver dynamic and inclusive lessons for all.

The long-term plan has been mapped out to support our mixed aged classes and each year group has a clear set of skills in the 5 areas below that are built on each year.

Comprehension	Reading Skills
Progressive and specific comprehension skills are mapped out in detail for each year group. Each one building on prior learning and skills from the year before. These are skills that link to building children's understanding or what they read and how to make predictions, summarise and make inference about that they read. A range of genres of texts are used to ensure transferrable comprehension skills are built and applied across a range of text types.	Progressive and specific reading skills are mapped out in detail for each year group. Each one building on prior learning and skills from the year before. These are skills linked to building fluency and stamina for reading as well as how to quickly locate and draw information from a text. A range of genres of texts are used to ensure transferrable comprehension skills are built and applied across a range of text types.
Word Reading*	Content Domains*
Progressive and specific word building skills are mapped out in detail for each year group. Each one building on prior learning and skills from the year before. These are skills that show progression moving from phonic knowledge to de-coding to automaticity when reading words. It also includes common exception words and statutory spellings for each year group. Reading aloud and fluency are also key elements of this.	These are the relevant key components for reading comprehension, including vocabulary knowledge, retrieval, explanation, summarise, inference, sequencing, prediction. These codes allow to plan for further practice for specific reading skills. In Y2 these are coded from 1a-1e. In KS2 these are coded from 2a-2h.
Reading Terminology for Pupils Across the Year	
Each key stage has their own specific terminology to build on (such as prefix, suffix root word)– Y2 , Y3/4, Y5/6 (note- BFS will take the relevant specific terminology that relates to the unit being taught on the LTP)	

RSRT Progression — Literacy Counts

4. Assessment

Effective reading assessment is crucial for teachers and school leaders as it provides a clear picture of children's progress, strengths, and areas for development. For teachers, it informs planning and supports adaptive teaching ensuring that no child is left behind. It also facilitates meaningful conversations with children and parents about reading preferences, challenges, and the most effective ways to support each child's progress.

For leaders, reading assessment provides valuable data to evaluate the effectiveness of reading provision, guides decisions on curriculum design, intervention, and staff development, and ensures accountability to national standards and school expectations. Ultimately, it helps secure every child's right to a well-supported reading education.

In our reading comprehension lessons teachers use daily formative assessment through observation, questioning and feedback to stretch and challenge pupils and to identify those who need additional support. A checklist at the bottom of the *Pupil Practise and Apply* booklet allows teachers to indicate specific areas of difficulty. In addition to this feedback, a low-stakes quiz is completed in the fifth lesson each week, giving children the opportunity to apply the strategies and skills they have been developing.

Throughout the academic year, three formal assessments are carried out in each year group, supported by Excel breakdowns that enable gap analysis. The data highlights strengths and weaknesses across the content domains. By identifying next steps, the tool helps teachers and leaders target teaching and explicitly model the required skills and strategies in subsequent lessons. Subject leaders analyse termly data and address areas for development. Attainment, progress and barriers to learning are reviewed in half-termly pupil progress meetings, where clear actions are agreed to close gaps, particularly for pupils in the bottom 20%.

In addition to the above, teachers also use ongoing teacher knowledge to inform their judgements of children's reading outcomes, this can include:

- children's work
- responses to reading through shared reading and guided reading (where independent contributions are made)
- phonic assessments
- book reviews
- comments in reading records
- video clips
- performance reading
- fluency checks
- accurate spelling tests as evidence of the ability to read words

RSRT Assessment — Literacy Counts