



Reading Curriculum Overview





Reading at Bridge Junior School

Reading is the gateway to learning. Our bespoke whole-class approach gives every child daily access to rich texts while deliberately building decoding, fluency, vocabulary, comprehension and a lasting enjoyment of books.

Read confidently and fluently

Children learn to read accurately, automatically and with expression. Repeated reading, modelling and purposeful practice help words and phrases flow smoothly.

Understand and respond

Children work out vocabulary, retrieve information, infer, predict, explain and summarise. They discuss ideas and justify responses with evidence from the text.

Choose reading for pleasure

Children encounter diverse fiction, non-fiction and poetry, hear adults read aloud and choose books that match both their reading needs and personal interests.

By the end of Year 6, children are fluent, confident and thoughtful readers who can tackle demanding texts, read for pleasure and use reading to unlock learning across the curriculum.



What we want our children to know...

Word reading and fluency

Children secure decoding where needed and develop automaticity, accuracy, phrasing, rhythm, smoothness and expression. Fluent reading frees attention for meaning.

Vocabulary and comprehension

Children learn the V.I.P.E.R.S. skills: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. They increasingly select evidence and explain how they know.

Reading identity and knowledge

Children read to enjoy stories, discover viewpoints and acquire knowledge. Diverse and inclusive texts help them see themselves, understand others and widen their world.



How we teach Reading at Bridge...

Children receive 30 minutes of whole-class reading every day. A rich, age-appropriate text is explored across a two-week unit so fluency, vocabulary and comprehension can develop together.

1

Meet the text

Children activate helpful knowledge, preview the text and begin to visualise its people, places, information or ideas.

2

Hear fluent reading

The teacher models accuracy, expression, phrasing and how a fluent reader makes meaning while reading.

3

Read together

Children build confidence through choral, echo, cloze and paired reading before reading independently.

4

Explore

Vocabulary, retrieval and inference are explored through questioning, oracy and graphical organisers.

5

Apply independently

Children practise a taught strategy, record most responses in a reading journal and receive immediate feedback.

I do, We do, You do

Teachers model a strategy clearly, the class practises it together, and children then demonstrate the learning with growing independence.



IMPACT

How we know that our children are doing well...

They read accurately and fluently

Children decode unfamiliar words, recognise familiar words automatically and read with appropriate pace, phrasing and expression.

They understand vocabulary

Children use context, word parts and substitution to explain meaning and select precise synonyms or alternative phrases.

They retrieve and infer

Children locate information, read between the lines and support an answer with relevant words, phrases or details from the text.

They respond independently

Children summarise, predict, explain author choices, discuss viewpoints and choose effective strategies for increasingly demanding texts.

What teachers check

Teachers use daily discussion, listening to children read, reading journals and assessment grids. PIRA, PM Benchmark and Read Write Inc checks help identify progress and next steps.

What success looks like

Children become fluent, confident and able readers. They can enjoy a wide range of texts, understand demanding ideas and use reading successfully across the secondary curriculum.



What children learn about in each year group...

Year 3

Vocabulary: Use words around an unfamiliar word and developing knowledge of roots, prefixes and suffixes to make a sensible meaning.

Retrieval: Find clearly stated information and use headings, captions, diagrams, contents pages and other non-fiction features.

Summarising: Explain the main idea of a paragraph, sequence key events and describe a character or section briefly.

Inference: Infer a feeling, thought or motive from one clear clue and refer to the words or actions that support it.

Prediction: Make a sensible prediction from what has happened so far and explain the clue used.

Author choices: Notice interesting vocabulary and basic ways a text is organised, explaining a simple effect.

Year 4

Vocabulary: Use roots, prefixes, suffixes and sentence context; test a possible meaning by substituting another word.

Retrieval: Answer a wider range of questions with direct reference to the text and use non-fiction features independently.

Summarising: Identify main ideas and key events across several paragraphs, selecting what matters most.

Inference: Combine evidence from different points, especially a character's actions, speech and behaviour.

Prediction: Use both stated information and clearly implied clues to justify what may happen next.

Author choices: Identify structural choices and discuss how particular words or phrases capture interest and imagination.



What children learn about in each year group...

Year 5

Vocabulary: Use word parts and context confidently, give synonyms and explain precise meanings within the text.

Retrieval: Retrieve specific information, identify key ideas and begin to select and sort material from different sources.

Summarising: Summarise ideas across paragraphs and identify themes developed through a wider text.

Inference: Draw inferences from clear evidence across the text and explain how different details work together.

Prediction: Make a detailed prediction using stated and implied details, then select evidence that supports it.

Author choices: Explain how organisation, figurative language and vocabulary shape meaning and affect the reader.

Year 6

Vocabulary: Explain nuanced meaning, compare alternative words and phrases and recognise how vocabulary changes tone.

Retrieval: Skim and scan efficiently, select information independently and combine relevant evidence from more than one source.

Summarising: Summarise across paragraphs or pages and identify key themes running through the whole text.

Inference: Make clear inferences from stated and implied detail, using precise evidence and considering motive.

Prediction: Predict from character, setting and plot, identifying the strongest supportive evidence within the text.

Author choices: Evaluate how language, imagery, structure and presentation create effects and influence the reader.



AL LINKS

Reading across school life...

Reading is strengthened by the books children hear, choose, discuss and take home, as well as by the rich texts used throughout the wider curriculum.

1

Class readers

Adults read a shared class book at least three times each week, modelling fluent reading and creating a common story to enjoy.

2

Library visits

Every class visits the school library weekly. Children explore fiction, non-fiction and poetry and choose a book to take home.

3

Matched and chosen books

Children take home a book matched to their reading level and a free-choice book selected for interest and enjoyment.

4

Rich, diverse texts

Texts reflect diverse and multicultural modern Britain and include fiction, non-fiction, poetry, plays and contemporary themes.

5

Reading everywhere

High-quality texts support English and the wider curriculum, helping children acquire knowledge and subject vocabulary.

6

Events and authors

World Book Day, poetry events, Author Week, book fairs, The Best Book and the Summer Reading Challenge celebrate reading.



Vocabulary for new to English learners...

These high-utility words help pupils navigate a text, discuss meaning, answer questions and explain their thinking during reading and across the curriculum.

TEXT WORDS

book	sentence
text	word
title	chapter
author	picture
page	caption
paragraph	

READING ACTIONS

read	copy
look	match
say	choose
listen	check
point	reread
find	

THINKING WORDS

think	evidence
know	answer
mean	explain
idea	compare
clue	predict
reason	

STORY WORDS

character	problem
setting	feeling
event	action
beginning	speech
middle	ending
end	

INFORMATION WORDS

fact	diagram
information	label
heading	table
contents	source
index	section
glossary	

SPEAKING STEMS

I think...
The text says...
This means...
My clue is...
I predict...
I agree/disagree because...



THE LINKS

Reading at home...

Read often

Share the matched reading book regularly and record reading in the home-school journal. A short, calm routine is more helpful than an occasional long session.

Support fluency

Take turns: adult reads, read together, then child rereads. Give time to solve a word and praise accuracy, smoothness, expression and self-correction.

Talk about meaning

Pause to discuss what is happening, what information matters and what clues support an idea. Let children explain in their strongest language where helpful.

Grow vocabulary

Notice useful or interesting words. Discuss the sentence, word parts, possible synonyms and where the new word could be used again.

Choose for pleasure

Protect time for the free-choice book, library books, comics, poetry, information texts and reading aloud. Interest and enjoyment build reading miles.

Useful questions

What does this word mean here? What happened? What can you infer? Which clue supports that? What may happen next? What is the main idea?