Strand-on-the-Green Junior School Reading Progression Model (based on Scarborough's rope, 2001)

Practice and Pleasure

	Structured	Scaffolded	Guided	Independent	
Individual Reading Books	Fully decodable matched texts in sequence: Read, Write Inc scheme	A range of scheme books to support rapid decoding and fluency practice (eg Oxford Reading Tree Y3/4 and Barrington Stoke Y5/6)	A range of scheme and early chapter books colour-banded or boxed according to difficulty	Self-directed choice from a library of age-levelled children's literature—supervision is tailored to confidence	Learners are matched to the most appropriate stage.

Reading Instruction

Language Comprehension

- Background knowledge
- Vocabulary
- Language patterns
- Inferencing
- Text conventions

Word Recognition

- Phonological awareness
- Decoding
- Sight recognition

Y3-6 Embedded / Curricular: Reading to Learn — increasing background knowledge during book study novels and the wider curriculum

Y3-6 Reading Groups: Book Study

Quality books matched to instructional level. Teaching focus is on reading for meaning, vocabulary and 'book talk' activities that deepen understanding

INTERVENTION

- New to English
- Pre-teach
- Phonics Y3/4 — Rapid RWI
- Phonics Y5/6 — Nessy/Fresh Start

Y3/4 Readers' Theatre
Fluency practice through repeated reading

Continues as needed within Book Study Y5/6

Y3 Phonics/Spelling
Reinforcing phonemes

Y4-6 word analysis continues as an integrated component of spelling, reading and vocabulary teaching