

storyybrook



Reading
2026-2027

Storybrook School Reading

At Storybrook, we believe that all of our children can become fluent readers. Through our systematic and synthetic phonics programme (Read, Write, Inc.), alongside our dedicated reading lessons and promotion of reading for pleasure, we aim for children to master reading as they progress through the school. This, in turn, will equip them with the toolkit needed to read for meaning and pleasure and for reading to become a lifelong, independent habit.

The school promotes a culture of reading in which pupils experience reading as purposeful, enjoyable and achievable. Carefully chosen texts, shared reading experiences and explicit vocabulary instruction help pupils develop confidence, curiosity and positive reading identities.

We value reading as a crucial life skill and it is our goal for all children to leave our school reading independently, confidently and for meaning. We know that reading not only holds the key to the rest of the curriculum but also has a huge impact on children's self-esteem and future life chances.

The Education Endowment Foundation (EEF) highlights the importance of pupils developing secure fluency and comprehension skills in order to access the wider curriculum and become successful lifelong readers.

Storyybrook School Reading

The Department for Education (2023) highlights the importance of high quality, inclusive texts for all children, where vocabulary and content is accessible, yet ambitious.

At Storyybrook, we pride ourselves on having a range of excellent texts from different genres. We have worked hard on developing the inclusivity of our reading offer - our aim has been for all children to be able to 'see themselves' within their book corners, the school library, and within lessons, through the books we have selected. We hope, in turn, this dedication to developing our offer, alongside staff's passion for reading being regularly shared, that the pupils at Storyybrook will regularly read for pleasure and enjoy all of the adventures books can take them on.

Storybrook School Reading

Fluency - The initial focus is primarily on the phonics skills of the children and being able to decode and blend sounds to read. This also includes alien words and high frequency words. However, fluency is much more than decoding. It is how effectively children can identify and apply correct pronunciation seamlessly, the automaticity in word recognition, accuracy and prosody (intonation in language).

Comprehension - focuses primarily upon the reading skills children require to read for pleasure and to develop subject knowledge and broaden their vocabulary and understanding of what they have read. This requires children to draw links with others texts/ genres/ life experiences etc.

Oracy - At Storybrook, oracy development is recognised as an essential component of reading and learning. Through structured discussion, oral storytelling, debate, performance reading and collaborative exploration of texts, pupils are supported to develop confidence, vocabulary, comprehension and self-expression. These approaches are particularly important within our SEMH context, where relational communication and opportunities for verbal rehearsal support both learning and emotional development.

Storyybrook School Reading Spines

In order to ensure we are exposing our pupils to high quality, inclusive and challenging texts, we have put together reading spines for each year band. To do this, we have used evidence-informed research and have measured lexile scores, as well as considering the context of the pupils we expect to join us at Storyybrook.

Our English and wider curriculum lessons will be planned around high quality texts, as we move forward, and we will continue to ensure we create spines which cover many curriculum areas/ have cross curricular links. Within our spines, we have included poetry, fiction and non-fiction texts, as well as extracts and comparative texts.

Reading across the curriculum is explicitly planned to develop disciplinary literacy, enabling pupils to read, interpret and discuss texts as historians, scientists, geographers and informed citizens.

Storyybrook School Reading Spines

The aim is to ensure that each unit across KS1, LKS2 and UKS2 contains:

- carefully selected anchor texts
- supporting texts and extracts
- recommended reads (age and stage appropriate)
- disciplinary reading opportunities
- progression in challenge and complexity
- strong representation and inclusivity
- SEMH-appropriate accessibility
- opportunities for fluency, vocabulary and comprehension development

Storyybrook School Reading Spines

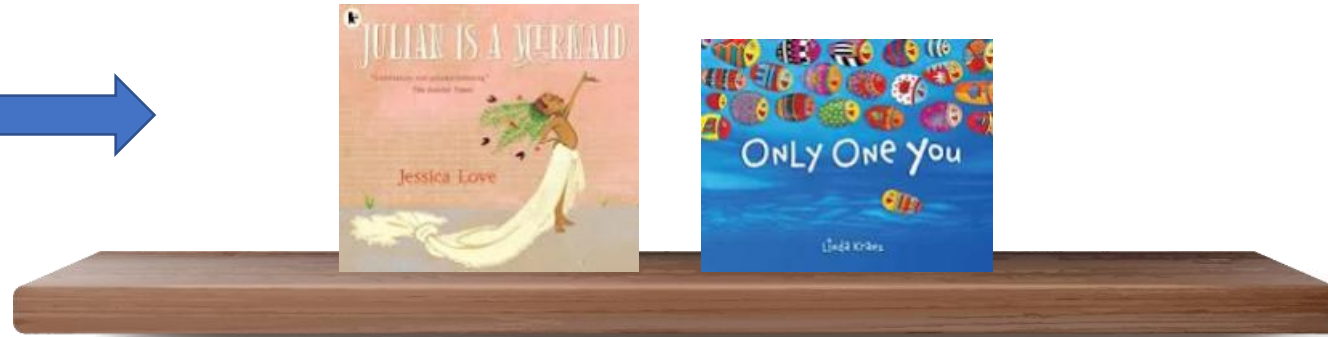
At Storyybrook, pupils' reading experiences are carefully sequenced to ensure progression in:

- vocabulary breadth and depth
- fluency and stamina
- inference and comprehension
- exposure to increasingly complex themes
- disciplinary reading skills across subjects
- cultural capital and global awareness
- emotional literacy and self-understanding

Texts are selected to gradually increase challenge while remaining accessible and engaging for pupils with SEMH needs.

Storyybrook School Reading Spines... How they work.

The top shelves show our anchor texts.



The second shelves show our supporting texts.



The third shelves show additional supporting texts and/or recommended reads for this point in the year.



Intended Impact

By the end of Year 6, pupils at Storyybrook should:

- read fluently and confidently
- access a broad range of genres and authors
- discuss and interpret texts thoughtfully
- understand how reading supports learning across subjects
- recognise themselves and others within literature
- develop emotional literacy and empathy through reading
- engage critically with information and media
- view reading as purposeful, enjoyable and achievable

Storyybrook Fluency, Prosody & Oral Reading Progression - KS1 cycle 1

Primary Fluency Focus	Approaches
<ul style="list-style-type: none"> • phonological fluency • blending and decoding • expression through repeated familiar language • developing confidence in oral participation 	<ul style="list-style-type: none"> • echo reading • choral reading • repeated reading • oral storytelling • rhyme and rhythm activities • simple poetry performance

Intended Impact: Pupils begin to read aloud with growing confidence, expression and understanding of meaning.

Storyybrook Fluency, Prosody & Oral Reading Progression - KS1 cycle 2

Primary Fluency Focus	Approaches
<ul style="list-style-type: none"> • increasing automaticity and expression • reading with appropriate pace and phrasing • developing prosody through dialogue and storytelling • building stamina for longer texts 	<ul style="list-style-type: none"> • echo reading with expression modelling • paired reading • reader’s theatre • storytelling and retelling • poetry recitation • performance reading

Intended Impact: Pupils increasingly read fluently and expressively, demonstrating understanding through tone, phrasing and discussion.

Storyybrook Fluency, Prosody & Oral Reading Progression - LKS2 cycle 1

Primary Fluency Focus	Approaches
<ul style="list-style-type: none"> • expressive reading linked to meaning • developing prosody through character voice and narration • increased fluency across fiction and non-fiction • disciplinary reading aloud 	<ul style="list-style-type: none"> • reader's theatre • performance poetry • oral rehearsal before writing • guided group reading aloud • choral reading of information texts • storytelling and role-play

Intended Impact: Pupils read aloud with increased fluency, expression and comprehension, adapting tone and pace appropriately.

Storyybrook Fluency, Prosody & Oral Reading Progression - LKS2 cycle 2

Primary Fluency Focus	Approaches
<ul style="list-style-type: none"> • fluency across increasingly complex texts • interpreting meaning through intonation and emphasis • oral explanation and discussion • developing confidence with disciplinary vocabulary 	<ul style="list-style-type: none"> • debate and discussion reading • performance of poetry and speeches • oral presentation of information • dramatic interpretation • echo reading for technical vocabulary • collaborative performance reading

Intended Impact: Pupils use prosody and expression to communicate meaning clearly across a widening range of genres and disciplines.

Storyybrook Fluency, Prosody & Oral Reading Progression - UKS2 cycle 1

Primary Fluency Focus	Approaches
<ul style="list-style-type: none">• interpreting authorial intent through prosody• reading complex texts with fluency and stamina• expressive reading for atmosphere, symbolism and emotion• adapting oral delivery for audience and purpose• nuanced interpretation and sustained fluency• reading with expression and control• interpreting author intent; disciplinary vocabulary rehearsal	<ul style="list-style-type: none">• poetry performance and recital• reader's theatre and scripts• oral debate and philosophical discussion• presentation of disciplinary findings• comparative oral interpretation activities• discussion seminars• presentation of ideas• collaborative interpretation activities• disciplinary oral rehearsal

Intended Impact: Pupils read fluently, confidently and thoughtfully, using expression and intonation to convey nuanced meaning.

Storyybrook Fluency, Prosody & Oral Reading Progression - UKS2 cycle 2

Primary Fluency Focus	Approaches
<ul style="list-style-type: none"> • sophisticated oral interpretation • evaluating tone, bias and viewpoint through delivery • reading with sustained fluency and control • presenting ideas formally and persuasively 	<ul style="list-style-type: none"> • formal presentations • spoken-word and poetry interpretation • debate and persuasive speech performance • dramatic interpretation of complex texts • oral analysis and evaluation • collaborative discussion seminars

Intended Impact: Pupils read and communicate with fluency, confidence and insight, demonstrating sophisticated understanding of meaning, audience and viewpoint.



KS1 Reading Spine Cycle 1

2026-2027

Texts in this cycle are selected to develop early fluency, emotional literacy and a strong sense of belonging, while introducing pupils to wider experiences and vocabulary through engaging, accessible stories and non-fiction.

Autumn 1 - Uniquely Me! (3 weeks)



Reading Focus

- emotional literacy
- identity and belonging
- simple inference
- character feelings
- vocabulary linked to emotions and self-expression

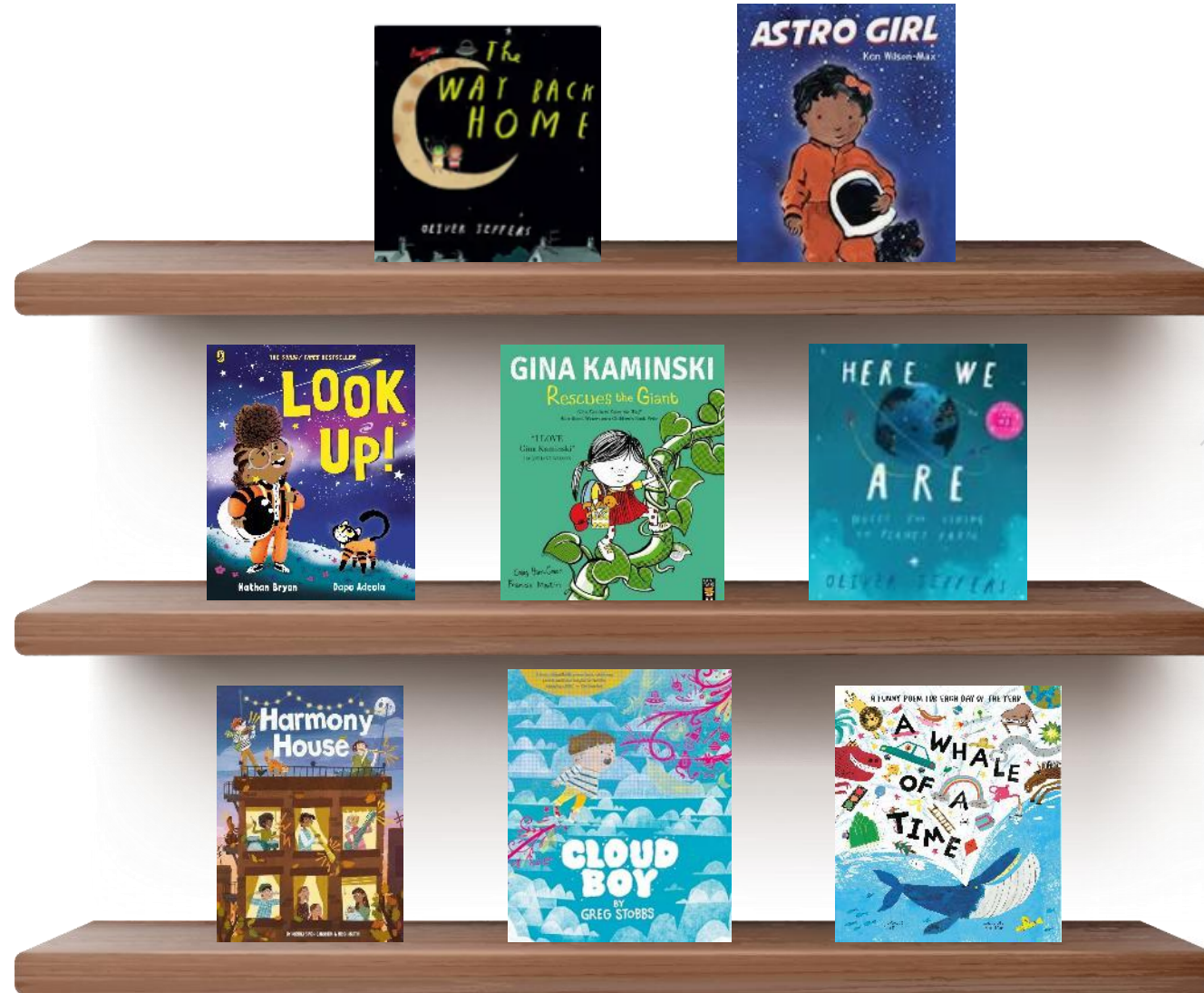
Autumn 1 - Special to Us (5 weeks)



Reading Focus

- recognising emotions
- relationships and belonging
- empathy
- discussion and oral language

Autumn 2 - Jack's Amazing Adventure (5 weeks)



Reading Focus

- adventure narratives
- prediction and sequencing
- vocabulary linked to space and exploration
- imagination and aspiration

Autumn 2 - The First Christmas (2 weeks)



Reading Focus

- retelling familiar stories
- cultural traditions
- sequencing events
- discussion and reflection

Spring 1 - Round About Winkfield (6 weeks)



Reading Focus

- local environment vocabulary
- visual literacy
- geography-linked reading
- comparison and observation

Spring 2 - Roots and Shoots (5 weeks)



Reading Focus

- scientific vocabulary
- sequencing and explanation
- retrieval skills
- observing change over time

Spring 2 - Spring to Life (1 week)



Reading Focus

- descriptive vocabulary
- fluency and prosody
- seasonal language
- poetry appreciation

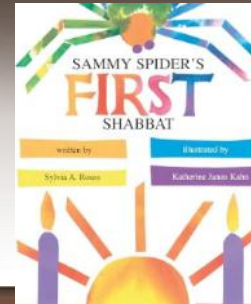
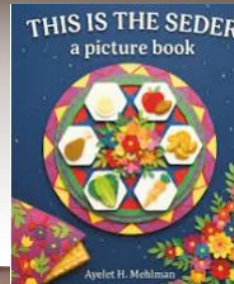
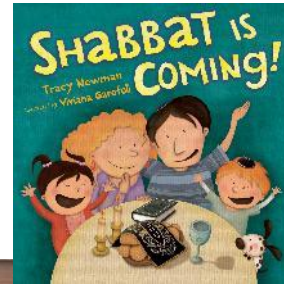
Summer 1 - London's Burning (5 weeks)



Reading Focus

- historical reading
- chronology and sequencing
- diary writing
- retrieval and inference

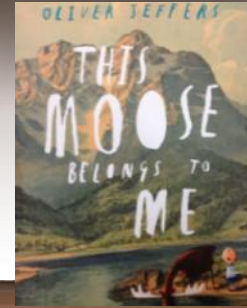
Summer 1 - Shabbat (1 week)



Reading Focus

- cultural understanding
- vocabulary linked to traditions
- comparison of celebrations
- discussion and questioning

Summer 2 - Sustain (1 week)



Reading Focus

- environmental vocabulary
- persuasive language
- discussion and debate
- understanding non-fiction features

Summer 2 - The Lonely Beast (6 weeks)



Reading Focus

- empathy and belonging
- character inference
- emotional literacy
- discussion and reflection



KS1 Reading Spine Cycle 2

2027-2028

Texts in this cycle are selected to broaden vocabulary and cultural understanding, while developing greater independence in retrieval, inference and discussion through increasingly varied genres and themes.

Storyybrook School Reading Spines

KS1 Cycle 2

Next stage focus areas:

- increasing vocabulary challenge
- broader cultural exposure
- greater independence in retrieval and inference
- wider non-fiction opportunities
- introduction to simple comparison and evidence

Autumn 1 - Whiskers, Feathers and Fur (2 weeks)



Reading Focus

- animal and habitat vocabulary
- retrieval from non-fiction
- comparison and classification
- inference from illustrations and text
- empathy and character feelings

Autumn 1 - All You Need Is Love (3 weeks)



Reading Focus

- emotional literacy and relationships
- inference and empathy
- discussion and reflection
- vocabulary linked to identity and belonging
- comparing experiences and perspectives

Autumn 1 - Wise Words (1 week)



Reading Focus

- identifying themes and morals
- inference and prediction
- discussion and explanation
- comparing messages across texts
- vocabulary linked to choices and consequences

Autumn 2 - All Creatures Great and Small (6 weeks)



Reading Focus

- environmental and scientific vocabulary
- retrieval and explanation
- comparison of habitats and animals
- inference and prediction
- discussion and persuasive language

Autumn 2 - The Christmas Miracle (2 weeks)



Reading Focus

- retelling and sequencing events
- comparison of traditions and celebrations
- descriptive and seasonal vocabulary
- empathy and reflection
- discussion and oral storytelling

Spring 1 - All at Sea (6 weeks)



Reading Focus

- environmental and geographical vocabulary
- retrieval and explanation from non-fiction
- inference and empathy
- comparison of habitats and environments
- persuasive language and discussion

Spring 2 - Dreaming of Dragons (5 weeks)



Reading Focus

- descriptive and ambitious vocabulary
- myths, legends and storytelling
- inference and prediction
- comparison of stories and traditions
- imagination, discussion and oral storytelling

Spring 2 - Believe it or not! (1 week)



Reading Focus

- retrieval and organisation of information
- reading biographies and fact files
- questioning and discussion
- comparison of significant people and achievements
- vocabulary linked to inspiration and achievement

Summer 1 - Fit for Life (6 weeks)



Reading Focus

- scientific and health vocabulary
- explanation and instructional texts
- retrieval and organisation of information
- discussion and persuasive language
- comparison of healthy choices and lifestyles

Summer 1 - Sustain (1 week)



Reading Focus

- environmental vocabulary and awareness
- persuasive language and author message
- discussion and debate
- cause and consequence
- comparison of human impact on environments

Summer 2 - Discover New Zealand (6 weeks)



Reading Focus

- geographical and cultural vocabulary
- comparison of places, traditions and environments
- retrieval from maps and non-fiction texts
- discussion and questioning
- inference through images, stories and information texts



LKS2 Reading Spine Cycle 1

2026-2027

Texts in this cycle are selected to develop disciplinary reading skills and deepen pupils' understanding of historical, scientific and geographical concepts through ambitious but carefully scaffolded learning experiences.

Autumn 1 - Stone Age to Iron Age (6 weeks)



Reading Focus

- historical enquiry
- evidence and interpretation
- chronological understanding
- ambitious historical vocabulary



Reading Focus

- scientific vocabulary
- explanation texts
- disciplinary reading in science
- evidence and comparison
- diagrams and information retrieval

Autumn 2 - Winter Wishes (2 weeks)



Reading Focus

- comparison of traditions and celebrations
- inference and reflection
- descriptive and figurative language
- poetry and performance reading
- discussion and empathy

Spring 1 - Walk Like an Egyptian (6 weeks)



Reading Focus

- historical vocabulary and chronology
- retrieval and interpretation from non-fiction
- inference using evidence and artefacts
- comparison of ancient and modern life
- discussion and explanation

Spring 2 - Light and Shadows (5 weeks)



Reading Focus

- scientific vocabulary and explanation
- retrieval and interpretation from non-fiction
- prediction and observation
- comparison and evidence
- discussion and questioning

Spring 2 - Easter Journeys (1 week)



Reading Focus

- reflection and empathy
- comparison of beliefs and traditions
- inference and symbolism
- discussion and explanation
- descriptive and figurative language

Summer 1 - Tremors (6 weeks)



Reading Focus

- scientific and geographical vocabulary
- explanation and cause-and-effect texts
- retrieval and interpretation from non-fiction
- prediction and evidence
- discussion and enquiry

Summer 1 - Healthy Me (1 week)



Reading Focus

- persuasive language
- body systems vocabulary
- media literacy
- comparison and discussion
- scientific explanation texts

Summer 2 - Passport to Europe (6 weeks)



Reading Focus

- geographical and cultural vocabulary
- retrieval and interpretation from non-fiction
- comparison of countries, traditions and environments
- discussion and questioning
- inference through images, maps and information texts



LKS2 Reading Spine Cycle 2

2027-2028

Texts in this cycle are selected to strengthen critical thinking, evidence-based discussion and disciplinary vocabulary while exposing pupils to increasingly sophisticated ideas and perspectives.

Storybrook School Reading Spines

LKS2 Cycle 2

Next stage focus areas:

- more complex historical interpretation
- wider disciplinary vocabulary
- increasing use of explanation and comparative texts
- development of critical thinking and evidence-based discussion

Autumn 1 - Raiders and Traders (Anglo Saxons & Vikings) (6 weeks)



Reading Focus

- historical interpretation and evidence
- chronology and cause-and-consequence
- inference using artefacts and sources
- comparison of cultures and societies
- discussion and debate

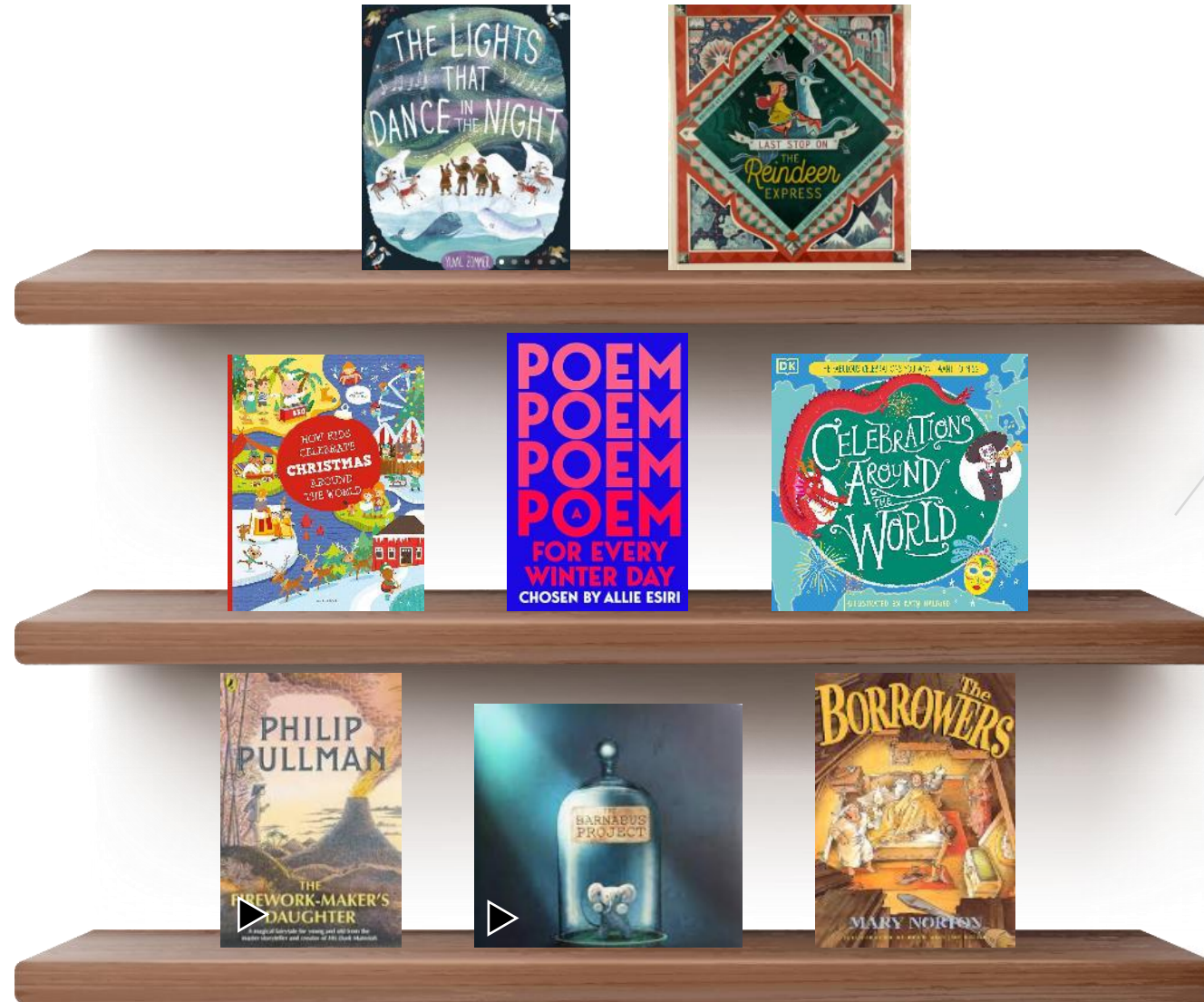
Autumn 2 - Sparks and Flames (Electricity & Fire Safety) (6 weeks)



Reading Focus

- scientific vocabulary and explanation
- retrieval and interpretation from non-fiction
- cause and effect
- instruction and safety texts
- questioning and enquiry

Autumn 2 - Christmas Around the World (2 weeks)



Reading Focus

- comparison of traditions and celebrations
- descriptive and figurative language
- empathy and reflection
- discussion and questioning
- cultural understanding

Spring 1 - Misty Mountain, Winding River (6 weeks)



Reading Focus

- geographical vocabulary and explanation
- retrieval from maps and information texts
- comparison of environments and landscapes
- inference through diagrams and images
- discussion and enquiry

Spring 2 - Sound Waves (5 weeks)



Reading Focus

- scientific vocabulary and explanation
- prediction and observation
- retrieval and interpretation from non-fiction
- comparison and evidence
- discussion and enquiry

Spring 2 - Easter Hope (1 week)



Reading Focus

- reflection and empathy
- inference and symbolism
- discussion and explanation
- comparison of beliefs and traditions
- figurative and descriptive language

Summer 1 - Roman Britain (6 weeks)



Reading Focus

- historical vocabulary and chronology
- retrieval and interpretation from sources
- inference using evidence
- comparison of civilisations
- explanation and discussion

Summer 1 - Protect Our Planet (1 week)



Reading Focus

- persuasive language and viewpoint
- environmental vocabulary and explanation
- discussion and debate
- cause and consequence
- comparing human impact on environments

Summer 2 - Passport to South America (6 weeks)



Reading Focus

- geographical and cultural vocabulary
- retrieval and interpretation from non-fiction
- comparison of countries, traditions and environments
- discussion and questioning
- inference through maps, images and stories



UKS2 Reading Spine Cycle 1

2026-2027

Texts in this cycle are selected to develop analytical thinking, interpretation and philosophical discussion through increasingly complex themes, viewpoints and disciplinary reading opportunities.

Autumn 1 - Ancient Greeks



Reading Focus

- historical interpretation and evidence
- mythology and symbolism
- comparison of ancient and modern societies
- inference and philosophical discussion
- ambitious historical vocabulary

Autumn 2 - Forces in Action (6 weeks)



Reading Focus

- scientific explanation and reasoning
- retrieval and interpretation from non-fiction
- cause and effect
- evaluation of evidence
- disciplinary scientific vocabulary

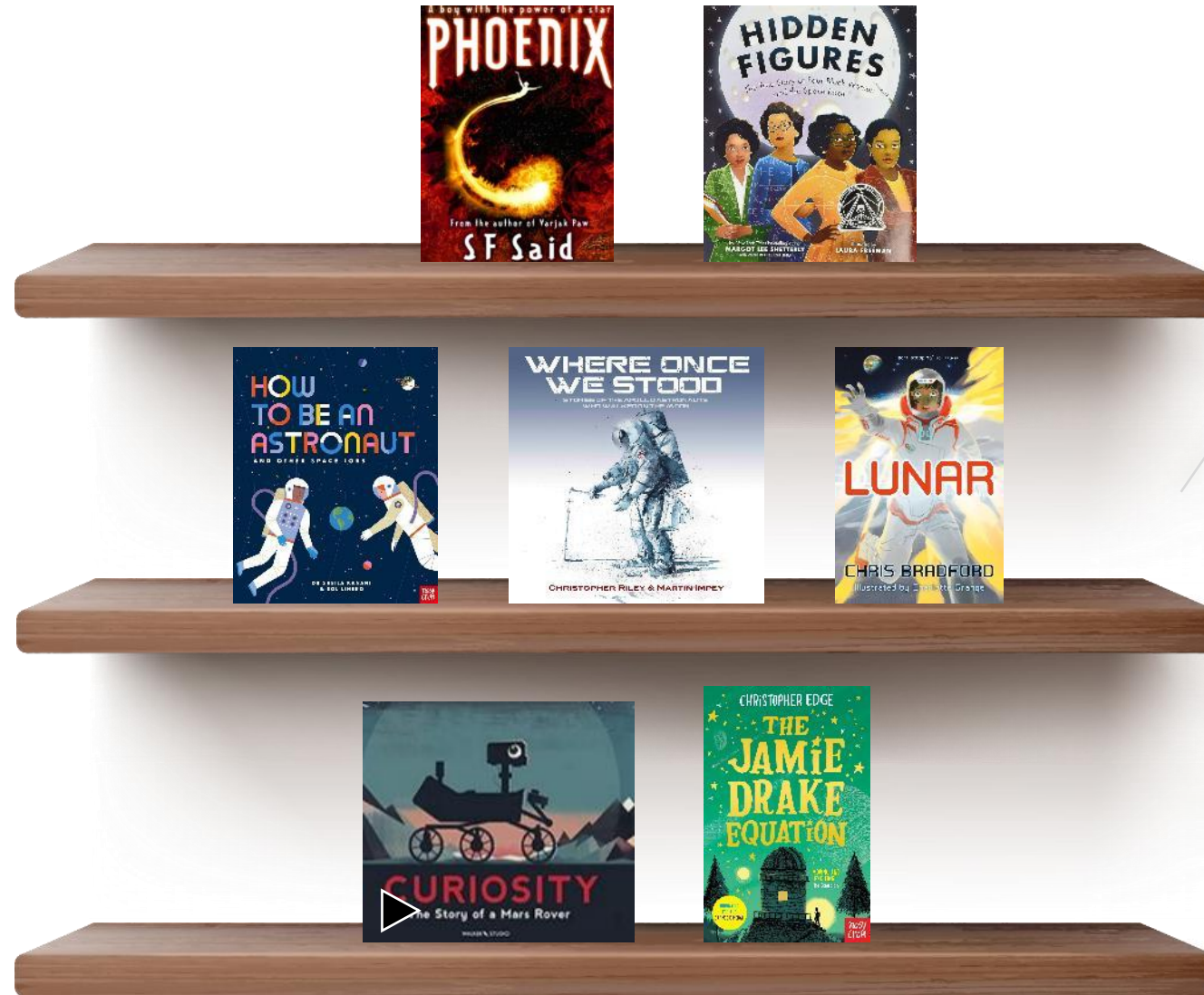
Autumn 2 - Christmas Journeys (2 weeks)



Reading Focus

- figurative and descriptive language
- reflection and empathy
- comparison of traditions and experiences
- inference and symbolism
- discussion and interpretation

Spring 1 - Space Explorers (6 weeks)



Reading Focus

- scientific and technical vocabulary
- retrieval and synthesis from non-fiction
- explanation and evaluation
- inference through evidence and imagery
- discussion and enquiry

Spring 2 - Materials Matter (5 weeks)



Reading Focus

- scientific explanation and comparison
- retrieval and synthesis from non-fiction
- evaluation of evidence
- prediction and reasoning
- discussion and technical vocabulary

Spring 2 - Easter Reflections (1 week)



Reading Focus

- symbolism, metaphor and allegory
- reflection and empathy
- poetry, imagery and emotional interpretation
- philosophical and ethical discussion
- comparison of beliefs and viewpoints

Summer 1 - The Great British Isles (6 weeks)



Reading Focus

- geographical and cultural vocabulary
- retrieval and synthesis from non-fiction
- comparison of regions and identities
- viewpoint and representation
- discussion and interpretation

Summer 1 - Healthy Bodies, Healthy Minds (1 week)



Reading Focus

- persuasive and explanatory language
- media literacy and viewpoint
- comparison and evaluation
- scientific and emotional vocabulary
- discussion and debate

Summer 2 - Rainforests (6 weeks)



Reading Focus

- environmental and geographical vocabulary
- retrieval and synthesis from non-fiction
- viewpoint and author message
- comparison of environments and communities
- discussion, debate and interpretation



UKS2 Reading Spine Cycle 2

2027-2028

Texts in this cycle are selected to prepare pupils for secondary education by developing critical literacy, viewpoint analysis and thoughtful engagement with complex themes, evidence and ethical discussion.

Storyybrook School Reading Spines

UKS2 Cycle 2

Next stage focus areas:

- increasingly sophisticated non-fiction
- bias and viewpoint analysis
- interpretation of evidence
- philosophical and ethical discussion
- mature themes explored safely and appropriately

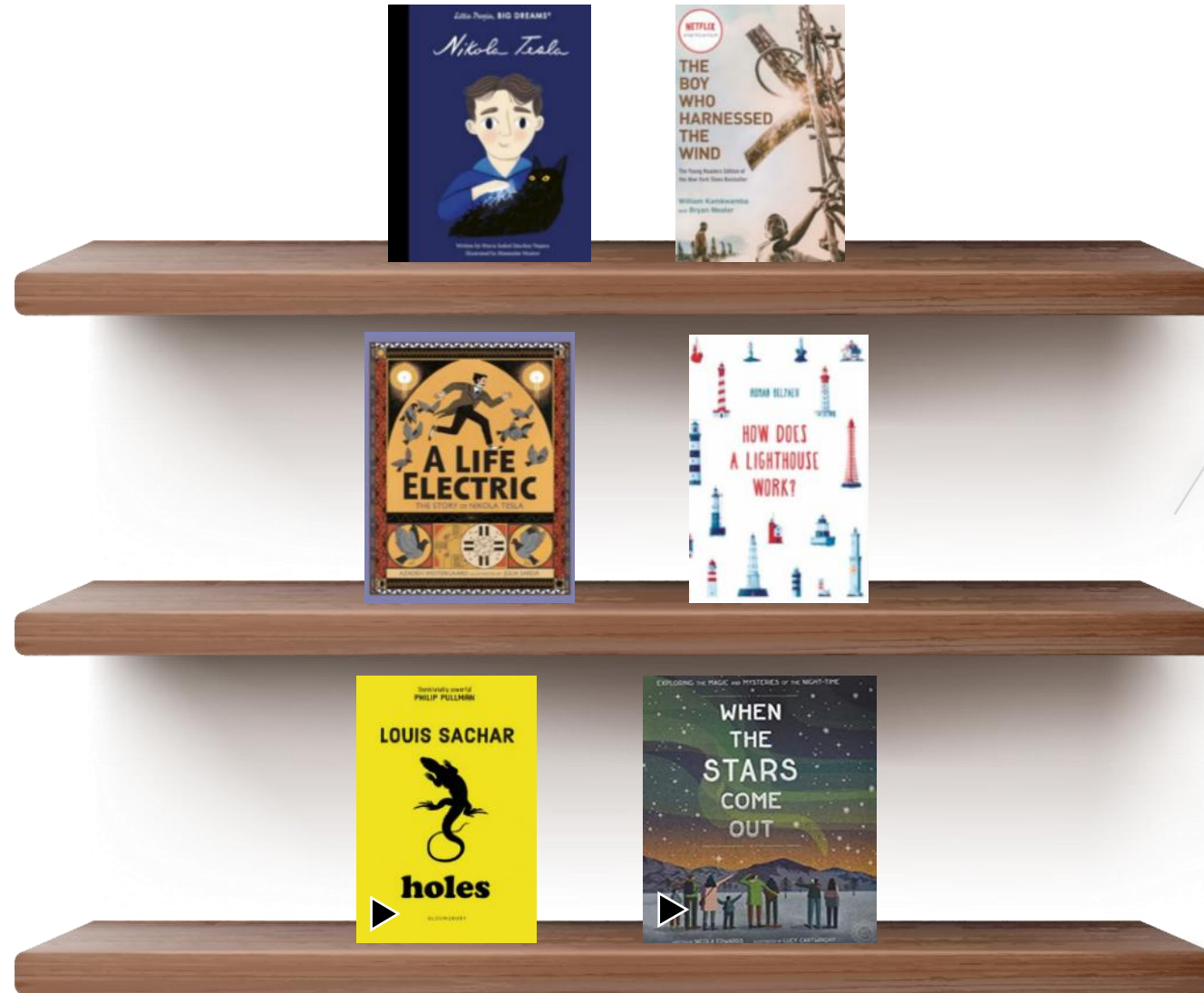
Autumn 1 - World War Two (6 weeks)



Reading Focus

- historical interpretation and bias
- inference using evidence and testimony
- viewpoint and propaganda
- poetry, symbolism and emotional reflection
- chronological understanding and cause-and-consequence

Autumn 2 - Electricity & Circuits (6 weeks)



Reading Focus

- scientific explanation and technical vocabulary
- evaluation of evidence and systems
- retrieval and synthesis from non-fiction
- interpretation of diagrams and models
- discussion and reasoning

Autumn 2 - Christmas Hope (2 weeks)



Reading Focus

- symbolism and metaphor
- reflection and empathy
- comparison of beliefs and traditions
- figurative language and imagery
- interpretation and discussion

Spring 1 - Evolution & Inheritance (6 weeks)



Reading Focus

- scientific explanation and evidence
- interpretation of information and theories
- evaluation and questioning
- retrieval and synthesis from non-fiction
- ethical and philosophical discussion

Spring 2 - Light & Perception (5 weeks)



Reading Focus

- interpretation and viewpoint
- scientific reasoning and explanation
- symbolism and imagery
- evaluation of evidence
- discussion and philosophical questioning

Spring 2 - Easter Journeys (1 week)



Reading Focus

- symbolism and allegory
- ethical and philosophical discussion
- empathy and reflection
- figurative language and imagery
- comparison of beliefs and viewpoints

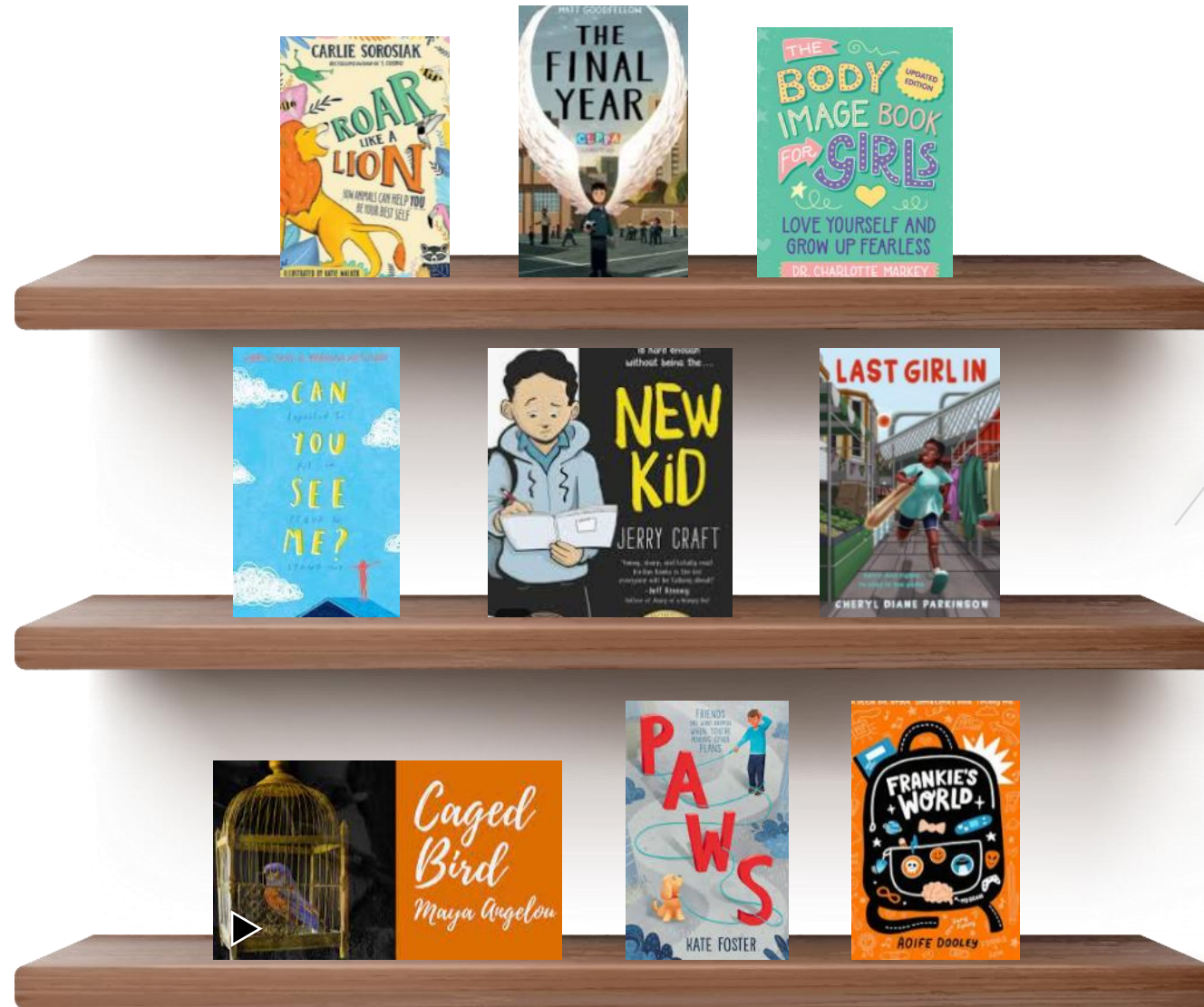
Summer 1 - Our Changing World (Geography & global citizenship) (6 weeks)



Reading Focus

- viewpoint and bias analysis
- geographical and environmental vocabulary
- interpretation of evidence and statistics
- comparison of global perspectives
- discussion, debate and evaluation

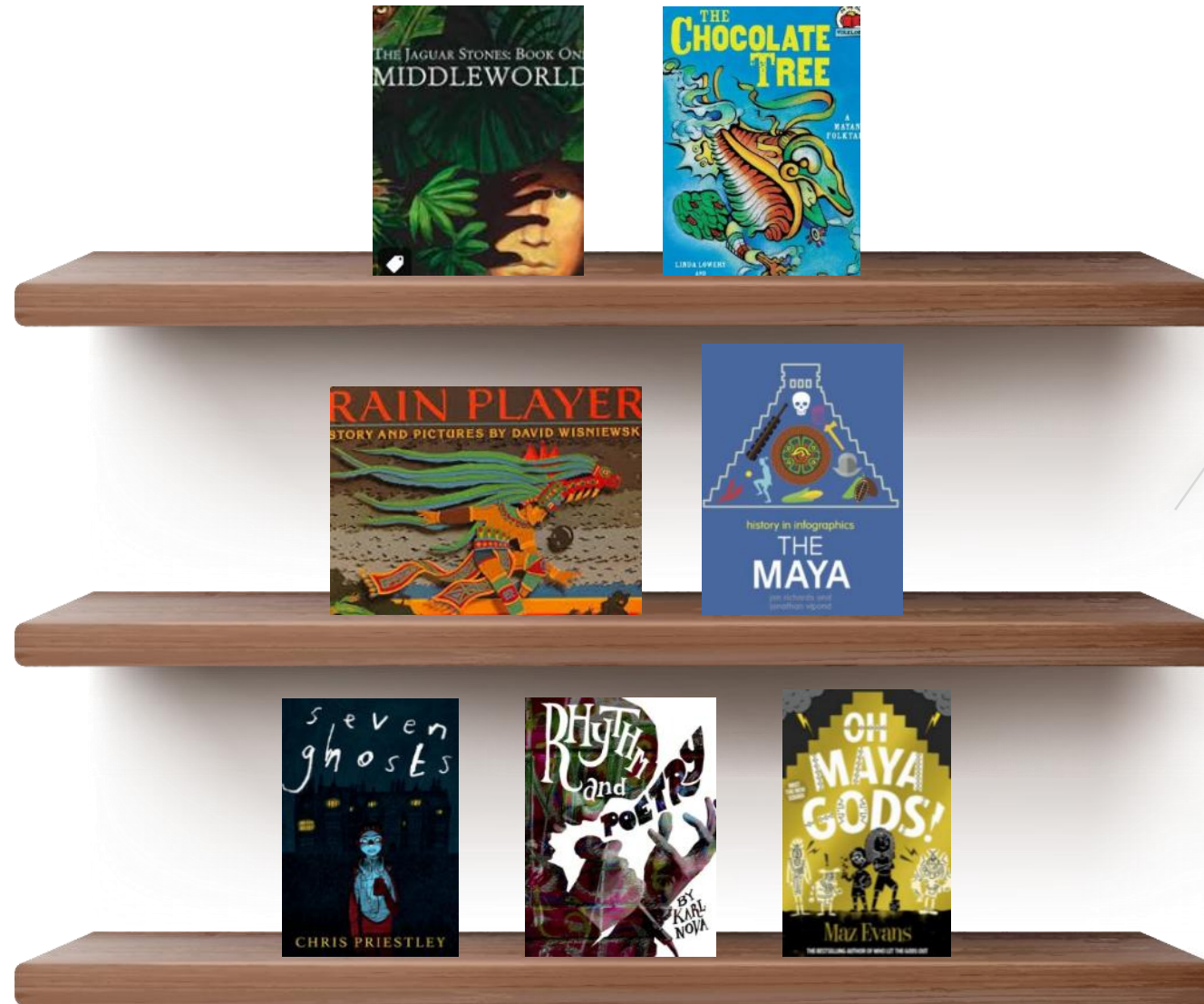
Summer 1 - Healthy Futures (1 week)



Reading Focus

- media literacy and bias
- persuasive and explanatory language
- comparison and evaluation
- emotional and scientific vocabulary
- discussion and debate

Summer 2 - The Mayans (6 weeks)



Reading Focus

- historical interpretation and evidence
- comparison of civilisations
- symbolism and mythology
- retrieval and synthesis from sources
- discussion and philosophical enquiry

How parents can support their children

It is essential for pupils' development that children are enjoying reading at home; this improves pupil's understanding of the wider world, provides exposure to high quality language, develops the imagination and stimulates that lifelong love of reading that we aim to instil.

Children are encouraged and supported to read regularly at home, with personalised support provided where barriers affect engagement.

For KS2 home-school reading books are carefully selected, with new books purchased on a yearly basis, enabling all children - regardless of background, needs or ability - to enjoy books both at home and at school. Children are given time to really explore the books on offer and select one that takes their interest. It is important that they are given the opportunity to read and share these at home.

How parents can support their children

Reading Diaries

Pupils who read regularly develop their fluency, accuracy and understanding of language used within books. Therefore, children are expected to read every night at home and have their reading diaries signed by an adult to communicate what has been read and discussed. This will be monitored by staff at school in order to change books regularly or follow up with those not reading to avoid any chance of falling behind by providing targeted support - daily 1:1 reading. We encourage all parents/carers to be fully active, and engaged with us in this in order to support their child's ongoing development.

Storyybrook text challenge & accessibility progression

At Storyybrook, texts are carefully selected to ensure progression in challenge, vocabulary, emotional depth and disciplinary reading across all phases of the curriculum.

When selecting texts, leaders consider:

- reading accessibility and cognitive load
- opportunities for vocabulary and comprehension development
- emotional safety and SEMH appropriateness
- representation and inclusivity
- disciplinary reading opportunities
- text complexity and progression over time
- opportunities for fluency, prosody and discussion

Texts are chosen to be ambitious whilst remaining engaging, supportive and achievable for pupils with social, emotional and mental health needs.

Storyybrook text challenge & accessibility progression

Phase	Increasing Challenge	Accessibility Considerations	SEMH Adaptations	Curriculum Rationale
KS1 Cycle 1	repetitive structures, predictable language, strong visual support, shorter narrative sequences	picture books, oral storytelling, visual scaffolds, repeated language patterns	emotionally safe themes, strong belonging focus, discussion-rich texts	develops early fluency, emotional literacy and confidence in reading
KS1 Cycle 2	broader vocabulary, simple inference, longer texts, increased non-fiction exposure	visual supports, carefully chunked information texts, familiar structures	relational themes, manageable cognitive demand, opportunities for oral rehearsal	introduces comparison, retrieval and wider world knowledge
LKS2 Cycle 1	disciplinary vocabulary, explanation texts, evidence interpretation, more sustained narratives	visual diagrams, extracts rather than full texts where appropriate, structured discussion	emotionally supportive narratives, explicit vocabulary teaching, scaffolded comprehension	develops disciplinary reading and deeper inference across subjects
LKS2 Cycle 2	more sophisticated comparison, technical vocabulary, debate and enquiry	mixed-media texts, oral rehearsal opportunities, supported analytical discussion	careful balance of challenge and accessibility, collaborative reading approaches	develops critical thinking, evidence-based discussion and wider cultural understanding
UKS2 Cycle 1	symbolism, philosophical discussion, evaluative reading, complex non-fiction	selected extracts, guided interpretation, explicit modelling of inference	mature themes explored safely, strong relational discussion structures	prepares pupils for analytical reading and interpretation across disciplines
UKS2 Cycle 2	viewpoint analysis, bias, allegory, ethical discussion, synthesis of evidence	scaffolding for complex texts, visual and oral supports, comparative reading structures	emotionally regulated exploration of mature themes, discussion-led processing	prepares pupils for secondary-level disciplinary literacy and critical thinking

Storyybrook retrieval progression across the reading curriculum

At Storyybrook, retrieval is deliberately planned and sequenced across the reading curriculum to ensure pupils progressively develop the ability to recall, connect, interpret and critically evaluate information. Retrieval opportunities are embedded within reading lessons, shared reading, disciplinary literacy and wider curriculum learning so that pupils revisit prior knowledge, strengthen understanding and develop increasingly sophisticated comprehension skills.

Storyybrook retrieval progression across the reading curriculum

Phase	Retrieval Focus	Examples of Retrieval Expectations	Increasing Cognitive Demand
KS1 Cycle 1	Recalling key information	recalling characters, settings and events; identifying repeated phrases; sequencing events from stories	remember and retell
KS1 Cycle 2	Locating and selecting information	finding simple evidence within texts; retrieving key facts from non-fiction; identifying similarities and differences	remember and identify
LKS2 Cycle 1	Summarising and explaining	summarising paragraphs and sections; identifying key information; explaining ideas using evidence	explain and connect
LKS2 Cycle 2	Comparing and interpreting	comparing characters, themes and viewpoints; selecting evidence to justify ideas; drawing connections across texts	compare and interpret
UKS2 Cycle 1	Synthesising information	combining information from different parts of a text; drawing conclusions from evidence; identifying author choices and purpose	analyse and justify
UKS2 Cycle 2	Evaluating and critiquing	synthesising information across multiple texts; evaluating reliability, bias and viewpoint; drawing evidence-based conclusions	evaluate and critique

Storyybrook fluency, prosody and oral reading progression



At Storyybrook, fluency development extends beyond decoding accuracy. Pupils are explicitly taught to read with increasing automaticity, pace, expression and understanding. Opportunities for oral rehearsal, performance and discussion are carefully sequenced to build confidence, comprehension and communication skills within our SEMH context. Fluency strategies progress from supported oral participation towards increasingly sophisticated interpretation and presentation of meaning.

Storyybrook fluency, prosody and oral reading progression

Phase	Primary Fluency Focus	Fluency Approaches	Intended Progression
KS1 Cycle 1	blending, decoding, rhythm and expression	echo reading; choral reading; repeated reading; oral storytelling; rhyme and rhythm activities; simple poetry performance	developing confidence and enjoyment in reading aloud
KS1 Cycle 2	increasing automaticity; phrasing; early prosody	paired reading; reader's theatre; storytelling and retelling; poetry recital; performance reading	reading with increasing pace, expression and understanding
LKS2 Cycle 1	fluency across increasingly complex texts	guided reading aloud; reader's theatre; collaborative performance reading; oral explanation; debate and discussion reading	adapting tone and expression to communicate meaning
LKS2 Cycle 2	interpreting meaning and author intent	dramatic interpretation; poetry performance; philosophical discussion; oral presentations; comparative oral interpretation	reading expressively across a range of genres and disciplines
UKS2 Cycle 1	nuanced interpretation and sustained fluency	performance reading; discussion seminars; presentation of ideas; dramatic reading; disciplinary vocabulary rehearsal	conveying meaning with increasing control and confidence
UKS2 Cycle 2	sophisticated oral interpretation and audience awareness	formal presentations; spoken-word performance; debate; persuasive speeches; collaborative seminars; oral analysis and evaluation	communicating meaning, viewpoint and purpose with fluency and insight

Storyybrook genre and text type progression audit

Genre / Text Type	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Poetry	rhyme, rhythm, seasonal poetry, fluency and prosody	storytelling poetry, descriptive poetry, oral performance	figurative language, reflective poetry, performance poetry	reflective and comparative poetry, cultural poetry	imagery, symbolism, emotional interpretation	sophisticated poetry interpretation, symbolism, viewpoint and emotional reflection
Historical Fiction	simple historical narratives	historical comparison and sequencing	civilisation narratives and artefact-linked stories	historical interpretation and evidence-based narratives	philosophical and thematic historical fiction	bias, propaganda, ethical and emotional interpretation in historical contexts
Myths & Legends	oral storytelling and traditional tales	dragons, folklore and simple myth structures	Ancient Egyptian myths and symbolism	Norse myths and Roman mythology	Greek mythology and allegory	Mayan mythology and comparative civilisation study
Biographies & Significant People	simple inspirational figures and fact files	biographies and achievements	historical figures and explorers	inventors, scientists and environmental activists	scientists, astronauts and influential thinkers	ethical leadership, inventors and global changemakers
Explanation Texts	simple sequencing and instructional language	health, animals and environmental explanations	science explanation texts and diagrams	increasingly complex scientific and geographical explanations	technical and evaluative scientific explanation	synthesis of scientific evidence, systems and theories
Persuasive Texts	discussion and simple opinion sharing	environmental persuasion and healthy choices	campaigns, discussion texts and comparisons	debate and environmental advocacy	media literacy and viewpoint	bias analysis, global citizenship and ethical persuasion
Graphic Novels / Visual Literacy	picture-book inference and illustration analysis	visual storytelling and image interpretation	diagrams, artefacts and visual comparison	maps, visual evidence and source interpretation	symbolic and metaphorical visual texts	complex visual interpretation, allegory and viewpoint analysis
Journalism / Media Texts	simple non-fiction features	fact files and information texts	reports, information retrieval and evidence	scientific reports and comparison texts	media literacy, campaigns and reports	propaganda, bias, statistics, journalism and global issues
Philosophical / Ethical Texts	empathy, belonging and relationships	morals, choices and consequences	reflection, traditions and symbolism	discussion and evidence-based thinking	philosophical discussion, symbolism and ethics	ethical debate, worldview analysis and interpretation of complex themes

Storyybrook Reading: Assessment and Monitoring

At Storyybrook, reading progress is carefully monitored to ensure all pupils develop fluency, comprehension, confidence and a positive reading identity. Assessment information is used to identify strengths, remove barriers and ensure pupils receive the support needed to succeed.

Area	Examples of Monitoring
Phonics and Early Reading	Read Write Inc. assessments; phonics progress checks; identification of pupils requiring additional support
Fluency	reading accuracy; pace; prosody; confidence during oral reading; repeated reading outcomes
Comprehension	questioning; retrieval and inference activities; written responses; discussion and verbal explanation
Reading for Pleasure	pupil voice; engagement with class texts; book choices; library use; home reading participation
Intervention and Support	progress within interventions; targeted support plans; individual reading targets; barriers to learning
Wider Curriculum Application	application of reading skills within history, science, geography and wider curriculum learning

Leaders monitor patterns and trends over time to evaluate the effectiveness of the reading curriculum and ensure that provision remains ambitious, inclusive and responsive to pupils' needs.