

KS2- Developing Reading Comprehension: A Two-Week Progression Model

This document provides a detailed breakdown of the new two-week reading cycle. The aim is to ensure vocabulary, fluency, and comprehension are taught in a cohesive, text-centred approach that builds background knowledge and deepens students' understanding.

Week 1: Vocabulary and Fluency

Session 1: Vocabulary Instruction

- Introduce and decode key vocabulary from the text.
- Model reading of the text to provide context for new words.
- Encourage immersion by exploring how vocabulary is used within the text.
- Provide structured activities for students to investigate spelling and meanings.
- Use strategies such as morphology, etymology, and word mapping to develop vocabulary depth.

Sessions 2 & 3: Fluency Building

- Focus on repeated reading of the chosen text to build automaticity and prosody.
- Teacher models fluent reading, followed by choral, paired, or echo reading.
- Implement fluency drills focusing on tricky sections of the text.
- Scaffolded reading: students move from supported to independent fluent reading.
- Assess fluency through performance reading or partner feedback.

Session 4: Base Understanding Checkpoint

- Guided discussion and questioning to assess core comprehension.
- Key themes, characters, and events explored to establish foundational understanding.
- Short written or verbal responses to check clarity of understanding.

- Teachers identify students needing intervention before deeper comprehension begins.
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Week 2: Developing Comprehension and Knowledge

Sessions 1–3: Knowledge Building Through the Text

- Read, discuss, and analyse the text to build subject knowledge.
- Use retrieval practice and questioning to strengthen understanding.
- Identify key themes, ideas, and concepts relevant to the big question.
- Encourage exploratory discussion and prediction based on text evidence.
- Provide structured opportunities for students to verbalise and write their understanding.
- Comprehension strategies (such as summarising, questioning, and making inferences) should be embedded within reading instruction rather than taught in isolation.

Session 4: Answering the 'Big Question'

- Present an open-ended, philosophical, or thematic question linked to the text.
 - Guide students through discussion using evidence and reasoning.
 - Allow independent or small group written responses to synthesise their learning.
 - Use this session to assess depth of comprehension and ability to apply knowledge.
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Expectations and Implementation

- Lessons should be interactive, engaging, and discussion-based.
- Students should have access to the full text throughout all sessions.
- Teaching should scaffold understanding, moving from guided practice to independent thinking.
- Fluency work should use the studied text rather than unrelated extracts.

- Comprehension lessons should aim to build knowledge, not just test it.

This approach ensures that students not only develop reading skills but also gain the knowledge and confidence to engage deeply with texts. Please use this framework to guide your planning and teaching.

Week 1			
Vocabulary Instruction	Fluency	Fluency	Base understanding check
Week 2			
Reading for meaning/building reading comprehension	Reading for meaning/building reading comprehension	Reading for meaning/building reading comprehension	The Big Question

Text Selection

When selecting texts for reading instruction, it is essential to choose materials that support cumulative knowledge-building and enhance students' understanding of the world. Texts should:

- Build background knowledge progressively, linking to prior learning.
- Connect to other areas of the curriculum, enriching subject knowledge.
- Be rich in vocabulary, exposing students to sophisticated and varied language.
- Offer opportunities for deep comprehension and discussion.
- Provide diverse perspectives and contexts to broaden students' worldviews.

By carefully selecting texts that align with these principles, we ensure that students not only develop strong reading skills but also gain the knowledge necessary to engage meaningfully with other areas of learning.